

TRABAJO DE FIN DE GRADO

PROGRAMACIÓN DIDÁCTICA ANUAL PRIMERA LENGUA EXTRANJERA: INGLÉS 1º DE EDUCACIÓN PRIMARIA

Curso 2019/2020

Nombre: Clara Molina Albiñana Director: Alfonso López Hernández Fecha de entrega: 24/04/2020

PROGRAMACIÓN DIDÁCTICA ANUAL ÁREA PRIMERA LENGUA EXTRANJERA: INGLÉS PRIMERO DE EDUCACIÓN PRIMARIA

• Resumen/palabras clave

En el presente trabajo se expone la programación propuesta para el primer curso de Educación Primaria de la asignatura de la Primera Lengua Extranjera, el inglés. Está compuesta por diez unidades didácticas, de las cuales una está dedicada al repaso de contenidos a la vez que se crea "nuestro libro de aprendizaje", fin último de la programación. Éste consiste en aunar todos los aprendizajes que se han impartido durante las unidades didácticas, creando así un libro personal con las actividades realizadas durante el curso.

La programación está diseñada a partir del "aprendizaje basado en temas específicos", los que resultan ser familiares para ellos, ya que la mayoría se han dado previamente en Educación Infantil, tales como las estaciones del año, las partes más principales del cuerpo humano, los animales y la familia.

Las actividades se desarrollan a través de una metodología motivadora y significativa, transversalizando el inglés con las asignaturas principales (matemáticas, ciencias naturales, ciencias sociales, educación física, educación en valores) para asegurar que la creatividad de esta asignatura sea trabajada en el resto de las áreas, demostrando así, la facilidad de un idioma casi nuevo para ellos, como lo es el inglés.

La enseñanza del inglés no debe ser forzada, sino un proceso continuo donde ellos quieran avanzar y tengan ilusión por aprender, reforzando su memoria a largo plazo. En el presente trabajo se realizan actividades adaptadas a todos los alumnos, trabajando la diversidad de las familias y de los alumnos, haciéndoles ver que incluso el primer curso de Educación Primaria puede ser el más grande.

Palabras clave: programación anual didáctica, aprendizaje del inglés, primero de Educación Primaria, aprendizaje basado en temas específicos, motivación.

• Abstract/key words

This project presents the proposed Annual Syllabus for the first course of Primary Education in the subject of the First Foreign Language, English. It is made up of ten didactic units, of which one is dedicated to reviewing content while creating "our learning book", the ultimate goal of the Annual Syllabus. This consists of combining all the learning that has been taught during the didactic units, thus creating a personal book with the activities carried out during the course.

The Annual Syllabus is designed from the "learning based on specific themes", which turn out to be familiar to them, since most have previously occurred in Infant Education, such as the seasons of the year, the main parts of the human body, animals and family. The activities are developed through a motivating and meaningful methodology, crossing-curricular English with the main subjects (Mathematics, Natural Sciences, Social Sciences, Physical Education, Values Education) to ensure that the creativity of this subject is worked on in the rest of the areas, thus demonstrating the ease of an almost new language for them, such as English.

The teaching of English should not be forced, but a continuous process where they want to advance and are excited to learn, reinforcing their long-term memory. In this work, activities adapted to all students are carried out, working on the diversity of families and students, making them see that even the first grade of Primary Education may be the biggest.

Key words: Annual Syllabus, English learning, First Grade of Primary Education, learning based on specific themes, motivation.

• ÍNDICE

PR	ESENTACIÓN GENERAL	. 1
1.	INTRODUCCIÓN	
	1.1. Justificación teórica	. 2
	1.2. Contexto socio-cultural	. 3
	1.3.Contexto del equipo docente	5
	1.4.Características psicoevolutivas del alumnado	
2.	OBJETIVOS	. 8
	2.1. Objetivos Generales de Etapa	. 8
	2.2. Objetivos didácticos del curso	9
	2.3. Objetivos del área	10
3.	CONTENIDOS	12
	3.1. Secuenciación de contenidos del currículo oficial de la CM	12
	3.2. Secuenciación en Unidades Didácticas	. 15
4.	TEACHING LEARNING ACTIVITIES	16
	4.1. Activities classification according to different criteria	16
	4.2. Activity-types	17
5.	METHODOLOGY AND DIDACTIC RESOURCES	18
	5.1. Methodological principles	. 18
	5.2. Student's and teacher's role	. 20
	5.3. Material and human resources	. 21
	5.4. ICT resources	. 21
	5.5. Learning relationship with other subjects	
	5.6. Spaces and time organization. Routines	. 23
	5.7. Student's grouping	. 24
	5.8. Connection between methodology, key competences, objectives and contents	s 25
6.	DIVERSITY ATTENTION MEASURES	. 33
	6.1. General attention measures for all students	. 33
	6.2. Ordinary measures: Educational support needs	. 34
	6.3. Extraordinary measures: curricular adaptations	. 34
7.	COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES	. 35
	7.1. Out of class activities	. 35
	7.2. Extensive reading program	. 35
	7.3. Connection with the development of the didactic units	. 36

8.	TUTORI	AL ACTION PLAN AND COLLABORATION WITH FAMILIES.	38
	8.1. Tutor	rial action plan objectives	38
	8.2. Com	mon family-school collaboration tasks	38
	8.3. Indiv	idualized interviews and tutorials	39
	8.4. Class	room group meetings	39
9.	LEARNI	NG-TEACHING PROCESS EVALUATION	40
	9.1. Evalu	ation criteria	41
	9.2. Strate	egies, techniques and evaluation tools	41
	9.3. Evalu	ation moments	42
10.	DIDACT	IC UNITS	44
	10.1.	UNIT 1: My body	46
	10.2.	UNIT 2: Seasons	58
	10.3.	UNIT 3: The picnic	70
	10.4.	UNIT 4: The farm	111
	10.5.	UNIT 5: Where is Santa?	113
	10.6.	UNIT 6: My family	115
	10.7.	UNIT 7: Feelings	127
	10.8.	UNIT 8: We listen	130
	10.9.	UNIT 9: It's time for holidays!	133
	10.10.	UNIT 10: Review (Our knowledge book)	136
11.	CONCLU	JSION	138
12.	REFERE	NCES	140
13.	ANNEXE	ES	144

• Presentación general

Quiero ser maestra de inglés.

Cuando era pequeña tuve la gran oportunidad de contar con una maestra, Elisa. Ella me dio clase de inglés durante los cursos de primero, segundo y tercero de primaria, la cual supo inculcarme algo más que un segundo idioma; ser maestra de inglés.

Gracias a ella, comencé a observar en el resto de los maestros y profesores que he tenido a lo largo de mi vida, lo bueno para imitar y lo que me gustaría evitar. Enseñaba el inglés desde la motivación, y educaba desde una perspectiva innovadora, dado el contexto y modelo de educación tradicional. Elisa supo guardar en mi memoria algo más que el interés por el inglés.

Por ello, en el futuro quiero ayudar a todos los niños, hacerles ver sus habilidades y, sobre todo, guardar el inglés en su memoria. En el presente trabajo reflejó una pequeña parte de mi proyecto, adaptando la enseñanza del inglés a los principios de la memoria, tales como la motivación o la asociación.

Mi selección en cuanto al curso es primero de primaria. Desde que comencé la universidad he escuchado durante estos cuatro años cuán importante es el inglés para el futuro. Es por ello por lo que me gustaría trabajar el inglés con los niños desde pequeños, ya que su cerebro en edad temprana es como una esponja que absorbe toda la información y el aprendizaje es más rápido y, así, intentar conseguir que puedan desarrollar una gran afinidad por este idioma, ya que actualmente resulta imprescindible aprenderlo, pues cada vez se emplea más en las áreas del conocimiento y desarrollo de las personas, siendo éste la lengua que predomina mundialmente.

Desde que nacemos, crecemos y aprendemos observando, experimentando y manipulando, y todo aprendizaje debería basarse en ello. Toda acción que nos despierte la curiosidad, la motivación y nos abra la mente, tiene grandes posibilidades de permanecer. Al igual que la imaginación es uno de los mejores juegos, la educación también debe de ser así, despertando en nuestros alumnos emociones y aficiones que perduren en sus recuerdos.

1.1 Justificación teórica

El cerebro es el órgano humano más poderoso, gracias a él, nos movemos, os, sentimos y hablamos. Éste se compone por hemisferios que a su vez los forman los lóbulos (frontal, parietal, occipital y temporal) teniendo cada uno una función específica distinta (control motor, procesamiento de información táctil, visual, color, movimiento, auditivas y sensoriales). La motivación y las emociones son importantes para el aprendizaje y la memoria, por ello los sectores del cerebro trabajan unidos, nunca independientemente. "Es importante observar que, aunque las distintas redes neurales estén relacionadas con funciones específicas, el cerebro de todos modos funciona como un conjunto de partes estrechamente interconectadas, e inclusive funciones muy simples suelen estar relacionadas con algún nivel de actividad en secciones diferentes de la o las áreas focales" (Gottlieb et al., 1997).

Desde edades tempranas los niños producen más sinapsis y a un ritmo mayor que el de los adultos, por ello cuanto más se utiliza una sinapsis o se practica, se hace más fuerte, permaneciendo arraigado en la memoria. Por esta razón he decidido escoger el curso más bajo de Educación Primaria, ya que la moldeabilidad del cerebro de los niños con 6 años es maravillosa y es una oportunidad para crear una base sólida del inglés para el resto de sus vidas. A medida que van creciendo, la plasticidad se va reduciendo, de ahí la importancia de la enseñanza de este idioma en edades tempranas.

En el presente trabajo se realizan actividades adaptadas a los alumnos con TDAH, ya que incentivarlo motivacionalmente les ayuda a encontrar un equilibrio entre las redes neuronales excitadoras e inhibidoras, para lograr que puedan desempeñar el proceso de enseñanza aprendizaje como cualquier otro alumno del aula. "Por ejemplo, los estudios recientes han mostrado de qué manera los niños con trastorno por déficit de atención con hiperactividad (TDAH o ADHD: *attention deficit hyperactivity disorder*), que corren el peligro de obtener peores resultados tanto dentro como fuera del aula, tienen dificultades con la modulación de las redes neurales que participan activamente en el control de la acción; estos niños también tienen problemas para reprimir otras redes activas mientras piensan" (Fair et al., 2010).

En cuanto al inglés, se deben tener en cuenta ciertos aspectos para su enseñanza, los factores personales de los alumnos como sus características psicoevolutivas, sus limitaciones y sobre todo su nivel motivacional. Sin olvidar el tipo de actividades, ya que la repetición sistemática o la copia de vocabulario sin ningún fin, no lleva a nada.

Todas las definiciones manifestadas por autores defienden el proceso de la memorización como un conocimiento que se asimila y se almacena en función de los estímulos que transmita ese conocimiento. Como se comentó a priori en las características psicoevolutivas de los niños de 6 años, el cerebro trabaja cognitivamente a través de estímulos que le producen interés y placer. Por ello, el presente trabajo tiene como objetivo adaptar las actividades y la enseñanza del inglés a un principio fundamental de la memoria: la motivación.

Los principios que componen la memoria son cuatro: La atención, la motivación, la asociación y la repetición. Todos funcionan conjuntamente, comenzando por la atención y concentración para adquirir un conocimiento, la motivación para generar interés y estímulos positivos que faciliten la retención de ese aprendizaje y de una manera más duradera. Continuando con la asociación la que se relaciona con la memoria a largo plazo, uniendo conocimientos nuevos a los ya previos, mediante recuerdos o sensaciones. Por último, la repetición, cuánto más fuerte se trabaje ese aprendizaje, mejor se grabará en nuestra mente.

Por ello debemos despertar la memoria de nuestros alumnos, creando afinidad por la lengua extranjera y resaltando el descubrimiento de ésta.

1.2 Contexto socio-cultural

El Porvenir¹ es un colegio evangélico que apuesta por el desarrollo personal del alumno desde su inicio escolar, integrándose activamente en la sociedad. Fomentando la libertad de pensamiento, el juicio propio y así, como la conciencia social.

El colegio está ubicado en las cercanías de la Glorieta de Cuatro Caminos, perteneciente al centro de Madrid y bien comunicado por metro, autobús y cercanías. Es un centro concertado, acreditado por la Consejería de Educación de la Comunidad de Madrid para la enseñanza de Educación infantil, compuesta por 1º ciclo de carácter privado (0-2 años)

¹ La autora del TFG obtuvo la necesaria autorización del colegio para el uso de información del mismo.

y 2º ciclo (3-5 años). Además de Educación infantil, Educación Primaria y Educación secundaria Obligatoria (ESO), cuenta con un conjunto de actividades y servicios, tales como comedor, natación, atletismo, permanencias y gabinete tanto psicopedagógico como sanitario.

Las familias constan de un nivel sociocultural medio, viviendo la mayoría en edificios de pisos cercanos al colegio. Algunas de ellas participan en el AMPA (Asociación de Madres y Padres de Alumnos), creando enlaces entre la familia y la escuela. (Colegio El Porvenir, s.f.). La escuela apoya a las familias más necesitadas a través de Becas Fliedner, siendo algunas de ellas compatibles con las becas y ayudas oficiales concedidas por las diferentes administraciones públicas. La finalidad de esta ayuda es facilitar el acceso a los servicios y actividades extraescolares a los alumnos con menos recursos tanto sociales como económicos.

En cuanto a la educación bilingüe, optan por inculcar el inglés desde el inicio escolar, comenzando desde los 2 años, hasta dar un 50% del horario lectivo en este idioma, durante la edad comprendida entre 3-6 años. El centro implantó el Programa de Educación Bilingüe en el año 2004, siendo éste él programa BEDA: Bilingual English Development and Assessment (Colegio El Porvenir, s.f.). Además, al finalizar la etapa de Educación Primaria consiguen sus primeras titulaciones oficiales de la Universidad de Cambridge. Por último, en el primer grado de Educación Primaria, trabajan la escritura y lectura a partir del método Jolly Phonics para afianzar lo aprendido en la etapa de Educación Infantil (Colegio El Porvenir, s.f.).

Reciben a alumnos de cualquier ideología religiosa, basando su trabajo educativo en principios tales como:

- Desarrollo personal
- Inclinación de servicio a las personas
- Fidelidad y compromiso
- Empeño en los resultados
- Cooperación
- Promover la creatividad
- Integridad (ética)

Los principios educativos se basan en una educación integral, el desarrollo de la persona, la formación en valores y la adquisición de habilidades personales y sociales.

A la vez, el centro considera imprescindible relacionar los contenidos curriculares con su propia experiencia, para que así, puedan desenvolverse autónoma y responsablemente. Incrementando el esfuerzo en el estudio, tanto individual como colectivo, así como promoviendo la ayuda hacia los demás. (Colegio El Porvenir, s.f.).

1.3 Contexto del equipo docente

La escuela El Porvenir trabaja conjuntamente desde la perspectiva docente, familiar y personal. A continuación, se muestran las personas que forman este gran centro educativo:

- Director del colegio
- Director técnico de Educación Primaria
- Directora de Secundaria
- Jefe de Estudios de Secundaria
- Coordinador de 1º, 2º y 3º de Educación Primaria
- Coordinador de 4°, 5° y 6° de Educación Primaria
- Coordinador de Educación Infantil
- Coordinador de 1º ciclo de Educación Infantil
- Gabinete sanitario
- Gabinete psicopedagogo, compuesto por dos especialistas
- Número de profesores: 56
- Auxiliares de conversación: 3
- Pedagogos: 2

En cuanto al Personal de Administración y Servicio (PAS) nos encontramos con:

- Dos conserjes.
- Un auxiliar administrativo.
- Personal del comedor: dos cocineras, 11 auxiliares, 20 monitores y dos coordinadores, para las distintas etapas de Educación Infantil y Educación Primaria.
- Cuatro oficiales de mantenimiento y personal de limpieza.

- Monitores para las distintas actividades extraescolares.
- Técnico sanitario.

Por otro lado, nos encontramos con el equipo de orientación educativa y psicopedagógica (EOEP), compuesto por:

- Un responsable del Departamento de Orientación.
- Una orientadora de Educación Secundaria Obligatoria y Bachillerato.
- Una orientadora de Educación Infantil y Primaria.

Por último, las familias tienen un papel activo en la escuela, implicándose en la educación de sus hij@s, participando en proyectos, festividades y talleres. (Colegio El Porvenir, s.f.).

1.4 Características psicoevolutivas del alumnado

La psicología evolutiva nos ayuda a entender y conocer el crecimiento, aprendizaje y desarrollo de las personas. Durante el primer ciclo de primaria los alumnos pasan por múltiples cambios; afectivos, cognitivos, morales y sociales. Comienzan a desarrollar su autonomía y su capacidad de comunicación, aumentando su lenguaje. En este periodo de observación y experimentación se inicia el contacto con la realidad, a través de sus objeciones y representaciones. A continuación, se muestra un resumen del desarrollo cognitivo, moral y afectivo-social de la edad de 6 años, curso seleccionado para la propuesta.

A lo largo del ciclo de primaria, los alumnos se embarcan en un proceso de **desarrollo cognitivo**, convirtiendo el pensamiento lógico en operaciones concretas. Además, evolucionan motrizmente, adquiriendo el entendimiento de su esquema corporal y capacidad de movimiento. El desarrollo cognitivo en los 6 años se enmarca según Piaget (1971) en el Estadio de operaciones concretas, el uso de normas. Piaget considera el desarrollo intelectual del niño como una función adaptativa al medio externo, siempre que le produzca un estímulo. A esto se le denomina asimilación, perteneciente a la etapa simbólica; incorporar nuevos aprendizajes a los conocimientos previos que ya posee el niño, generando equilibrio.

Kohlberg (1982) sostiene que los niños no son capaces de emitir juicios propios hasta que alcanzan un cierto nivel de madurez, esto sucede según Piaget (1971) a partir de los 6

años, donde dejan de lado el egocentrismo emitiendo reglas y normas a través del juego, el cual realizan establecen con los demás.

En cuanto al **desarrollo socio-afectivo**, Bandura (1977) examina que los factores externos son tan importantes como los internos, ya que nuestro entorno se interrelaciona con nuestras experiencias y elementos personales. Los niños aprenden interaccionando con los demás en un contexto social, mediante la observación y la imitación. Pero no se aprende de todo lo que se observa, sino como se ha comentado a priori, de aquello que nos produce un estímulo, que capte nuestra atención y lo convierta en motivación.

Con esto cabe hacer mención del **desarrollo moral** del niño, no todo lo que se aprende mediante la observación es positivo, ya que, si el entorno es violento, el niño podrá desarrollar comportamientos agresivos. Esto depende de la satisfacción cognitiva y afectiva que produzca esa imitación. El desarrollo moral del niño se genera a través de las normas del adulto, haciendo distinción entre el bien y el mal, teniendo como referencia el castigo; si lo hacen bien reciben un estímulo positivo (no hay castigo) que se convierte en motivación. Por esta razón los procesos cognitivos y socio-afectivos son imprescindibles para el desarrollo moral; Mark y Campbell, 2011, llegaron a la conclusión de que la gente con mayor eficacia tiene más probabilidades de ver las tareas difíciles como algo que pueden dominar, mientras que las personas con menor eficacia tienden a evitar tareas desafiantes, enfocándose en los fallos personales y resultados negativos.

Mediante lo cognitivo, lo social afectivo y lo moral las personas con capaces de autorregular; sus emociones, motivaciones y acciones. Para esto es muy importante el modelo de imitación; si el modelo produce un comportamiento responsable y positivo, el niño observador lo imita, generando estímulos y autoconceptos positivos.

Por último, mencionar el **desarrollo lingüístico**, Piaget (1971) hace una distinción entre el lenguaje egocéntrico, el cual se basa en uno mismo y no conlleva una intención comunicativa y por otro el socializado, el cual busca una interacción comunicativa con el oyente. Todo lenguaje se remonta al principio; a las relaciones con el resto y con él mismo. Vygotsky (1934) sustenta que "lo que al niño le permite interiorizar y buscar soluciones a un problema es el contexto social" considerando el primer lenguaje del niño completamente social, estableciendo vínculos con el entorno.

2. OBJETIVOS

2.1 Objetivos generales de Etapa

Atendiendo al *artículo 7 del Real Decreto 126/2014, de 28 de febrero*, por el que se establece el Currículo Básico de Educación Primaria, se concretan los objetivos generales de dicha etapa de Educación Primaria, ayudando a desplegar en los alumnos ciertas capacidades que les posibilitará:

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 les permita 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 inciden en la prevención de los accidentes de tráfico.

2.2 Objetivos didácticos del curso

Los objetivos didácticos pertenecen al motivo inicial de todos los maestros, el éxito de los alumnos en el proceso de enseñanza-aprendizaje, teniendo como finalidad el cumplimiento de éstos, en su mayoría. Dichos objetivos se encuentran resaltados en el anterior apartado.

2.3 Objetivos del área

Los objetivos didácticos del área de inglés para el curso de 1º de Educación Primaria, han sido formulados a partir de los criterios de evaluación enunciados en la *Orden ECD/686/2014, de 23 de abril,* por la que se establece el Currículo de Educación Primaria.

- 1. Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula.
- Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprender el vocabulario asociado.
- 3. Entender la información esencial en conversaciones muy breves y sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la clase, sus mascotas, descripción muy básica de objetos, apoyándose en el lenguaje no verbal para mejorar su comprensión.
- 4. Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas).
- Comprender las preguntas del docente sobre sus datos básicos (nombre, edad), su cuerpo, objetos, mascotas y animales, su familia y en general sobre los temas trabajados en el aula.
- 6. Distinguir el inicio y cierre de una conversación.
- 7. Imitar y repetir las expresiones del docente utilizadas en el aula.
- Hacer presentaciones muy 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) y utilizar estructuras muy sencillas.
- 9. Respetar las normas que rigen la interacción oral.
- 10. Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición y ofrecimiento de objetos, etc.).
- 11. Conocer y utilizar expresiones relacionadas con las celebraciones familiares o culturales.
- 12. Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse).

- 13. Localiza palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase (título, paginación, etc.).
- 14. Utilizar diccionarios de imágenes.
- 15. Relacionar correctamente palabras escritas con la imagen correspondiente.
- 16. Utilizar Tecnología de la Información y la Comunicación para iniciarse en la lectura.
- 17. Copiar palabras y expresiones sencillas trabajadas oralmente.
- 18. Escribir cartas o tarjetas en las que felicita a alguien a partir de un modelo, copiar algunas palabras básicas e incluir dibujos o fotografías.
- 19. Elaborar carteles muy sencillos con un modelo.

3. CONTENIDOS

3.1 Secuenciación de contenidos del currículo oficial de la CM

Conforme al *Artículo 2 del Real Decreto 126/2014*, define los contenidos curriculares como "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" (*Art.2, RD 126/2014*).

Dichos contenidos se ordenan en asignaturas de distintas materias. El área de la Primera Lengua Extranjera se engloba dentro de las asignaturas troncales de Educación Primaria, siendo los contenidos, criterios de evaluación y estándares de aprendizaje evaluables para todo el periodo, son los propuestos por el Ministerio de Educación, Cultura y Deporte en el *Real Decreto 126/2014*, siendo complementados por la Comunidad de Madrid en el *Decreto 89/2014*.

Los contenidos de la asignatura de Lengua Extranjera, Inglés, se distribuyen en un bloque para toda la etapa que versa sobre la cultura inglesa y en otros cuatro bloques, que se repiten en cada uno de los cursos de la etapa: "Comprensión oral", "Expresión oral", "Comprensión lectora" y "Expresión escrita". Para cada curso se indican, además, los contenidos sintácticos y discursivos establecidos por el Ministerio de Educación, Cultura y Deporte, en el *Real Decreto 126/2014*, por el que se establece el currículo básico de la Educación Primaria.

A continuación, se han redactado los contenidos del área de la Primera Lengua Extranjera para el primer curso de Educación Primaria. Dichos contenidos se encuentran dentro de cada bloque mencionado a priori, divididos en conceptuales y procedimentales. En cuanto a los contenidos actitudinales serán especificados en las Unidades Didácticas, a posteriori.

Bloque 1: Comprensión oral

- Conceptuales:
- Sonidos característicos en lengua inglesa. El sonido y el nombre de las letras del alfabeto.
- Procedimentales:
- Comprensión de palabras clave y mensajes sencillos

- Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los audiovisuales e informáticos.
- Comprensión de mensajes emitidos en lengua inglesa con distintos acentos.

Bloque 2: Expresión oral

- Conceptuales:
- Conocimiento de diferencias fonéticas básicas de la lengua inglesa a través de palabras y oraciones sencillas.
- Vocabulario básico.
- Procedimentales:
- Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correctos. Uso de rutinas, canciones y rimas.
- Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.
- Uso de oraciones sencillas acerca de uno mismo: nombre, edad, etcétera.

Bloque 3: Comprensión lectora

- Conceptuales:
- Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
- Procedimentales:
- Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.
- Lectura de palabras y frases sencillas.
- Reconocimiento de palabras de uso frecuente.
- Uso de diccionarios de imágenes.

Bloque 4: Expresión escrita

- Conceptuales:
- Mayúscula y punto.
- Procedimentales:
- Copia y escritura de vocabulario básico.
- Uso de diccionarios de imágenes.

Bloque 5: Contenidos sintácticos-discursivos

- Procedimentales:
- Expresión de relaciones lógicas: conjunción (and).
- Afirmación: affirmative sentences.
- Negación: negative sentences with not.
- Exclamación: exclamatory sentences (I love.....!).
- Interrogación: Wh- questions (What; Where; How many; Who).
- Expresión del tiempo: presente (simple present).
- Expresión del aspecto: puntual (simple tenses).
- Expresión de la modalidad: permiso (can), capacidad (can), obligación (have (got) to).
- Expresión de la existencia (to be; there is/are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very]+) Adj.).
- Expresión de la cantidad: (singular/plural; cardinal numbers up to two digits. Quantity: many, some, more. Degree: very).
- Expresión del espacio: prepositions and adverbs of location (here, there, on, in, under).
- Expresiones temporales: divisions (e.g. summer) indications of time (e.g. now).
- Expresión del modo: Adv. of manner (e.g. slowly, well).
- Expresión de la posesión: I have got (I've got).

Bloque 6: Cultura inglesa (Contenidos comunes para toda la etapa)

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

3.2 Secuenciación unidades didácticas

Los diferentes contenidos se encuentran distribuidos en las unidades didácticas, las cuales se pueden encontrar al final del proyecto en el <u>anexo 13.44</u>. Las actividades por trabajar están especificadas en las unidades didácticas, además del vocabulario y gramática que aprenderán.

4. TEACHING-LEARNING ACTIVITIES

4.1 Classification of activities according to different criteria

There are multiple ways of teaching, therefore in this section I specify the models that I will use.

Focus on the grouping

- Individual activities
- Pair work
- Cooperative work
- Whole-class work

Focus on the teaching-learning process

• **Opening activities:**

We understand by initial activities those that give us the opportunity to start the activities of the process, preparing the mental schemata of the students and activating them for good work and results. The main objective of this type of activity is to motivate the student to understand what will be worked on next and be prepared for it.

These are the activities to start the day: reviewing what was previously seen and introducing them to the new topic. The use of questions is the principle methodology, also mixed with conversations, images, sounds or specific games.

• <u>Procedural activities</u>:

This type of activities are the ones that the students must develop, where they will put into operation the introduction to the topic. Pupils practice the different contents and activities proposed, demonstrating their skills. These kind of activities include movement, imagination and also the motivation already acquired previously, for example; write their own pizza recipe, make a presentation of their family, play Simon says, etc.

• <u>Closing activities</u>:

As its name suggests, these are the activities that conclude the learning of the day. The purpose of these activities is to check that they have correctly acquired the knowledge, also they have understood the activities and with this they selfevaluate themselves, so they are the ones who realize whether they have to improve or not. The main methods to check this are questions and self-evaluation rubrics, which will be included at the end of each didactic unit (<u>Annex 13.43</u>.).

4.2 Activity-types

- <u>Reading activities</u>: They will work through the different worksheets with the vocabulary learned. In addition, reading book will be carried out during all the sessions, both individually and with the help of the assistant teacher, as well as the reading of the vocabulary that is worked on in the different activities such as titles, games (dominoes, memory) and reading of the rubrics or collection cards made at the end of each unit.
- <u>Listening activities</u>: During all the didactic units listening through songs and videos, reading aloud of the vocabulary with the flashcards, the questions asked by the classmates and the teacher will be worked on. The repetition of the vocabulary, the aloud readings made by the assistant teacher, as well as the guided visits (fire station and school kitchen) which will include vocabulary in English.
- <u>Writing activities</u>: The writing will be practiced practically in all the sessions of the didactic units; Through the worksheets, the answers on their mini whiteboards, the vocabulary writing, creating posters to present orally, in addition to filling in some rubrics and collection cards at the end of each unit.
- <u>Speaking activities</u>: The oral ability will be the most worked during the units, since at the beginning and end of some session a small conversation will be held to review what was seen in the previous day and to comment on how they have felt with the activity they have carried out during that session. In addition, they will present their classwork to the rest of the classmates and will make oral presentations with a support such as a poster. On the other hand, they will have conversations with the assistant teacher during excursions such as the picnic at the park or even inside the classroom, when they don't understand the vocabulary of the readings.

5. METHODOLOGY AND DIDACTIC RESOURCES

5.1 Methodological principles

Next, the methodology used for the proper development of the activities is shown. The aspects to be discussed are based on motivation, the cross-curricular of a language as useful as English, and on a learning methodology based on specific topics which most of them will have already seen in early childhood education, creating a small continuity between this stage and primary education. All this with the aim of keeping English in their memories, in a lasting and exciting way.

When teaching English, we should be aware that memory, as a pedagogical skill, is a principle method of learning. For this reason, I have based my project on research into our current understanding of how memory works, its principles, and how this knowledge can be effectively applied in our classes. In this way, I will attempt to **adapt English learning and teaching to those principles, such as motivation and association**, and aim to formulate a series of practices and approaches.

Stern points out five factors involved in learning a second language; the first is the social context, determining their individual characteristics and learning conditions. These three variables determine the learning process, based on conscious and unconscious mental techniques and operations, generated by the student.

The problem is how memory has, by and large, been used – or neglected in the classroom, often overlooked, or applied as a passive, mechanical process of information retention – a practice aimed at the reproduction of information without understanding. Therefore, for active and meaningful learning, Stern argues for the combination of affective and motivational factors, together with the objectives, thoughts and techniques of the student, dealing with memory, experimentation and observation.

Understanding how memory works is not usually a key aspect of teacher training. The Educator Matt Hood (2016) points out in his lecture how strange this is He compares his coaching as an athlete – which meant understanding a wide range of information about how his body works, to the gaps he became aware of as a teacher – one of the biggest of which was knowing how memory works. To understand and use memory we often need to look for idea in areas related to psychology, neurology and even self-help literature! If

we accept the value of effective memory as a learning tool, the next step is to identify which approaches maximize this learning resource.

According to Aristotle, "There is nothing we know that does not come from the perception of the senses, the understanding of the soul and the understanding of the mind" (*Aristoteles*).

Through perception, the child attributes meanings. My aim is to integrate the **stimuli to transform them into useful experiences**. The brain classifies the information received by developing concepts at the cognitive level. Our perceptual system is responsible for organizing and processing information, one of the means to do so is the senses. My goal is to transform learning into experiences that students store in their memories and a major focus of this is working with senses. A study (Iboro Udomn et al.,2011) suggests:

...that multisensory stimuli have a larger impact on visual spatial working memory when compared strictly to visual stimuli.

The purpose of this experiment is to test whether unimodal stimuli or multimodal stimuli is the more effective method of achieving higher memory retention. Multimodal stimuli should yield more effective results in memory retention than unimodal stimuli because of the increase in brain activity required to perform multimodal tasks. In addition, between the two different forms of multimodal stimuli (visual with writing or auditory with writing) the specific combination of visual stimuli with writing should lead to better memory retention than auditory stimuli with writing. This, and other research leads us to conclude that **activating and combining different senses increases retention**. If an emotion is also present, memory s further increased.

This project is developed with first grade students. This means taking account of memorization is early years. As much memory research is based on older groups, I am particularly interested to observe the response of primary students to the memory-based activities I will implement. A factor involved in learning a foreign language, is age. For centuries it has been believed that children have greater facility, this was the reason why Locke and Erasmus were in favor of starting their learning at an early age. Penfield (1950) states that the brain is much more receptive in the development of the linguistic mechanisms of children rather than adults. Schuman maintains that "Children acquire the second language quickly, due to their social and emotional permeability that they present to the influence". For these reasons the objective of my didactic units is to teach **cross**-

curricular English. This gives the opportunity to observe how much you can learn with a language. Working with physical education, plastic arts and even mathematics, through English, is one of the best ways to introduce a language into children's memories and experiment with it.

Finally, the didactic units are worked following a **small continuation of the infant education** stage. Most of the selected themes have already been given previously (animals, human body, food, seasons of the year). In addition, the assembly has adapted to the primary stage, we don't meet from the beginning of the morning, but we do in almost all the sessions, both to carry out the reading and to comment on the activities worked on and how they felt doing them.

5.2 Student's and teacher's role

Pedro Morales (2016) differentiates four areas of learning "normality, problems, models and opportunities", the ultimate goal is being a model of identification for students, for this, must first be perceived as a good teacher.

Another influencing factor is the perception of the teacher that the students have. *Lortie* (1975) suggest that "students create deep-seated beliefs about teachers depending on the different experience of apprenticeship, these beliefs affect teachers' conceptions of their role as teacher". Therefore, teachers must teach significantly, giving essential meaning to learning. In short, that it is useful and has a meaning for the student.

On the other hand, students must be active, that is, participate in classes, have a motivation to demonstrate learning and above all, find the meaning of it. The student must have a certain self-esteem and self-concept, know that he has previous knowledge and learning must incorporate it into these. They should not be sunk in failure, because learning is changing, the way of thinking and feeling.

However, all this cannot occur without a good student-teacher relationship, of effort, closeness and respect. *Pedro Morales (2016)* in a talk for students commented "Do we want our students to be champions? Let's treat them like champions". *Pedro Morales, enseñanza y aprendizaje no intencionado (2016)*.

Education must be a reciprocal teaching between the student and the teacher.

5.3 Material and human resources

This section is intended for the materials that will be used to develop the teaching units, all of them with the aim of providing innovation, motivation and an approach to reality, depending on the age of the students. At school we have different resources; materials and humans.

On the one hand we find material resources, such as interactive whiteboards, computers, colors (markers, paint), sheets of paper (cards, books, pictures, magazines), the speakers, the video, games.

On the other hand, human resources are those that improve the work and quality of the teaching-learning process, such as the teacher, the students as a whole, the language assistant (For the comprehension of readings and vocabulary, in addition to providing a correct pronunciation and intonation) and finally the families, as they play a highly important role in the learning process.

5.4 ICT resources

In education as in society, new technologies have advanced, increasing the teacher's resources and facilities. This section includes the school technologies that will be used for the development of certain project activities.

Mainly the interactive whiteboard will be used for the reproduction of videos, images and even songs that help in the development of the activities. It is one of the most useful and facilitating resources, so the school has one in each class.

In addition to using the speakers, it will help us not only with songs, but also with sounds, necessary for certain activities, those related to a topic on animals.

All of this cannot work without a computer, making it the primary resource in the classroom. The computer is at a height adapted to the students, in case they have to use it (always with the teacher's permission). In addition, during the didactic units different educational resources will be worked on, such as kahoot, online games, videos and songs.

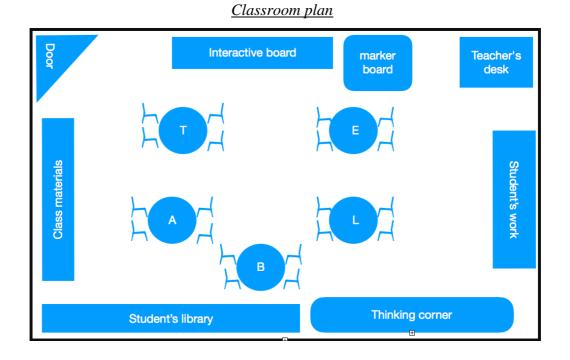
5.5 Learning relationship with other subjects

As I mentioned previously, my project is based on working English in a cross-curricular way. In this way, making students aware of how easy is English and how much can be learned with it.

- Unit 1: The topic is the human body, entitled the didactic unit "My body". It is related to the subject of *natural science*, being a content of it.
- Unit 2: The theme is the seasons of the year which belong to the subject of *social sciences*. The unit will be titled "Seasons".
- Unit 3: English is mainstreamed with *mathematics* for the development of this part. It will be entitled "The picnic".
- Unit 4: This unit entitled "The farm" will deal with contents like animals, so the subject with which English will be related is *natural science*.
- Unit 5: "Where's Santa?" It will be the title of this unit, working a series of movements framed in the subject of *physical education*.
- Unit 6: English will be related to *social sciences* in this section. "My family" is the name of this unit, where the different families that make up our classroom will be discussed.
- Unit 7: This unit will be named "Feelings" where emotions will be worked through English, therefore it will be mainstreamed with the subject of *ethical values*.
- Unit 9: This unit will be related to Social Sciences, since one of the previously given stations is being worked on; summer. It will be called It's time for holidays!

5.6 Space and time organization. Routines.

The classroom layout and the spaces to be used will be shown below.



- **Door:** is the entrance of the classroom. Every day the students will follow the same routine to enter and leave the classroom. There is a sign with three greeting options; hug, high five and jump. The students will be in charge of deciding how to greet and how to say goodbye (<u>Annex 13.32</u>.).
- **Interactive and marker board:** Both boards will be used for the explanation of contents, the development of activities and especially for the visual part of the project.
- **Teacher's desk:** It is the teacher's space and also the students', because it is where the computer is located, which the students can use with the teacher's permission.
- **Tables:** The students are seated in groups of four or five students, so that they can work both cooperatively and individually. The tables are located in front of the blackboards to facilitate their viewing.
- **Class materials and student's work:** There are two different shelves; one for school supplies (available to students) such as glue, markers, cards, etc. And the other shelf for the work carried out by the students, each one will have their chest of drawers with their name, in this way they will not lose the material.

- **Student's library:** This space is dedicated to reading, in this way is divided into two corners; the first dedicated to free time reading, these books are easily and the second to library reading (one day a week is dedicated).
- **Thinking corner:** This area is dedicated to relaxation and discussion of topics. It is highly similar to the kindergarten assembly, so there is a carpet with cushion to facilitate it. In this space of the classroom, students can sit and read in their spare time, present some drawings or works that they want to highlight to the class, and above all, to reflect on what has been worked in the classroom at the end of each didactic unit (<u>Annex 13.34</u>.).
- **Classroom walls:** The students will be in charge of decorating the walls, pasting the work they do depending on the topic being worked on, filling the wall with colors and shapes.

Regarding the distribution of time, the schedule has been made from the current education law. Classes last 50 minutes, with 5 minutes to prepare, so they take 45 minutes. The English subject is taught during the first hours of the morning, some days it is the first lesson and others the second, in this way the students start their day with energy and positivity, since the subject is worked from a motivating perspective.

The distribution of the didactic units is adapted to the school calendar, proposed by the Community of Madrid and to the school timetable for the first year of primary school. All this can be found in (<u>Annex 13.2</u>.), at the final of the project.

5.7 Student grouping

As I have previously mentioned, students will be seated in groups of four or five. In this way, students will be able to work in groups, in pairs or even individually, promoting autonomy, companionship and effort. The groups vary each month, changing both peers and location.

During the development of the teaching units, the students will work in various ways; individual, in pairs and in groups, depending on the day and the topic.

5.8 Connection between methodology, key competences, objectives and contents.

COMPETENCE IN LINGUISTIC COMMUNICATION (C.C 1)		
METHODOLOGY	OBJECTIVES	CONTENTS
 Reading (individually) and writing (peer's work) activities. Morning routines. Session start and end conversations. Thinking corner conversations. 	 Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula. Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprender el vocabulario asociado. 	 Sonidos característicos en lengua inglesa (B1). Comprensión de palabras clave y mensajes sencillos (B1). Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los

Entender la Cooperative and audiovisuales e ٠ ٠ individual work. información esencial en informáticos (B1). Vocabulary conversaciones muy Comprensión de worksheets. breves y sencillas en mensajes emitidos en lengua inglesa con Teacher assistant las que participa, que traten sobre temas distintos acentos (B1). book's reading. Conocimiento de Videos and familiares. songs. Comprender las diferencias fonéticas básicas de la lengua fórmulas básicas de relación social inglesa a través de (saludos, palabras y oraciones sencillas (B2). presentaciones, agradecimientos, Emisión de palabras y disculpas). mensajes breves y sencillos con una Imitar y repetir las expresiones del docente pronunciación, utilizadas en el aula. entonación, acentuación y ritmo Hacer presentaciones correctos. Uso de muy breves y sencillas, previamente rutinas, canciones y preparadas y rimas (B2). ensayadas. Vocabulario básico Responder (B2). adecuadamente en Lectura de palabras y situaciones de frases sencillas (B3). Reconocimiento de comunicación (saludo, preguntas muy palabras de uso sencillas sobre sí frecuente (B3). mismo, petición u Uso de diccionarios de ofrecimiento de objetos, imágenes (B3). etc.). Mayúsculas y punto (B4). Participar en conversaciones cara a

	[
cara en las que se	 Copia y escritura de
establece contacto	vocabulario básico
social (saludar y	(B4).
despedirse,	 Afirmación:
presentarse).	affirmative sentences.
Localizar palabras	Negación: negative
conocidas en el	sentences with not
material visual	(B5).
utilizado para las	 Interrogación: Wh-
rutinas.	questions (What;
Utilizar diccionarios de	Where; How many;
imágenes.	Who) (B5).
Relacionar	 Expresión del tiempo:
correctamente palabras	presente (simple
escritas con la imagen	present) (B5).
correspondiente.	Expresión de la
Copiar palabras y	modalidad: permiso
expresiones sencillas	(can) (B5).
trabajadas oralmente.	Expresión de la
	existencia (to be; there
	is/are); la entidad
	(nouns, pronouns,
	articles,
	demonstratives); la
	cualidad ([very]+)
	Adj.) (B5).
	 Expresión de la
	cantidad:
	(singular/plural;
	cardinal numbers up to
	two digits (B5).
	 Expresión del espacio:
	 Expression der espacio. prepositions and
	prepositions and

(here, there, on, in, under) (B5). Expresiones temporales: divisions (e.g. summer) indications of time (e.g. now) (B5). Expresión de la posesión: I have got (I've got) (B5).		adverbs of location
under) (B5). • Expresiones temporales: divisions (e.g. summer) indications of time (e.g. now) (B5). • Expresión de la posesión: I have got (I've got) (B5).		-
 Expresiones temporales: divisions (e.g. summer) indications of time (e.g. now) (B5). Expresión de la posesión: I have got (I've got) (B5). 		(here, there, on, in,
temporales: divisions (e.g. summer) indications of time (e.g. now) (B5). Expresión de la posesión: I have got (I've got) (B5).		under) (B5).
(e.g. summer) indications of time (e.g. now) (B5). • Expresión de la posesión: I have got (I've got) (B5).		 Expressiones
indications of time (e.g. now) (B5). • Expresión de la posesión: I have got (I've got) (B5).		temporales: divisions
now) (B5). • Expresión de la posesión: I have got (I've got) (B5).		(e.g. summer)
 Expresión de la posesión: I have got (I've got) (B5). 		indications of time (e.g.
posesión: I have got (I've got) (B5).		now) (B5).
(I've got) (B5).		Expresión de la
		posesión: I have got
		(I've got) (B5).
Canciones (B6).		Canciones (B6).

COMPETENCE IN MATHEMATICS, SCIENCE AND TECHNOLOGY (C.C 2)		
METHODOLOGY	OBJECTIVES	CONTENTS
 Reading (individually) and writing (peer's work) activities. Morning routines. Vocabulary worksheets and activities (seasons, weather, coins and bills). Videos and songs. Game: buyers and sellers. 	 Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprender el vocabulario asociado. Imitar y repetir las expresiones del docente utilizadas en el aula. Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse). 	 Vocabulario básico (B2). Lectura de palabras y frases sencillas (B3). Reconocimiento de palabras de uso frecuente (B3). Interrogación: Wh- questions (What; Where; How many; Who) (B5). Expresión de la cantidad: (singular/plural;

Relacionar	cardinal numbers up
correctamente palabras escritas con la imagen	to two digits (B5). • Canciones (B6).
correspondiente.	- Cunciones (199).

DIGITAL COMPETENCE (C.C 3)		
METHODOLOGY	OBJECTIVES	CONTENTS
 Reading online vocabulary. Kahoot. Videos and songs. Online games. Online pictures. 	 Relacionar correctamente palabras escritas con la imagen correspondiente. 	 Vocabulario básico (B2). Lectura de palabras y frases sencillas (B3). Reconocimiento de palabras de uso frecuente (B3). Canciones (B6).

COMPETENCE LEARNING TO LEARN (C.C 4)		
METHODOLOGY	OBJECTIVES	CONTENTS
 Session start and end conversations. Thinking corner conversations. Oral presentations. Rubrics: self- assessment, peer's assessment 	 Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula. Entender la información esencial en conversaciones muy breves y sencillas 	 Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los audiovisuales e informáticos (B1). Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación,

assessment. que ter • He mu sei pr en • Lo co mo	ue participa, en sobre miliares.acentuación y ritmo correctos. Uso de rutinas, canciones y rimas (B2).resentaciones ves yrimas (B2).ves y• Lectura de palabras y frases sencillas (B3).das y• Canciones (B6).das. as. as en el l visual o para las
---	---

SOCIAL AND CIVIC COMPETENCE (C.C 5)		
METHODOLOGY	OBJECTIVES	CONTENTS
 Session start and end conversations. Thinking corner conversations. Cooperative work. Teacher assistant dialogues. Peer's conversations. 	 Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas). Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición 	 Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera. Reconocimiento de palabras de uso frecuente (B3).

u ofrecimiento de objetos, etc.). • Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse,
presentarse).

SENSE OF INITIATIVE AND ENTREPRENEURSHIP (C.C 6)			
METHODOLOGY	OBJECTIVES	CONTENTS	
 Reading and writing (individually). Design of a daily routine. Create their own pizza recipe. Make a family photo presentation (orally). Draw their favorite part (books, visits). 	 Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas. Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.). 	 Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correctos (B2). 	

CULTURAL AWARENESS AND EXPRESSION (C.C 7)			
METHODOLOGY	OBJECTIVES	CONTENTS	
 Reading and writing activities (body parts, family, seasons, food, Christmas, summer). Teacher assistant dialogue. Songs and videos. 	 Entender la información esencial en conversaciones breves y sencillas. Hacer presentaciones sencillas. 	 Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual (B3). Canciones (B6). 	

6. DIVERSITY ATTENTION MEASURES

According to Article 17 of Decreto 89/2014, on attention to diversity indicates that "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".

The measures of attention to diversity are divided into three models; general, ordinary and extraordinary. In the next sections the proposal by the El Porvenir school is shown.

6.1 General attention measures for all students

- The tutor will ensure that students advance according to their abilities and follow up on the group and of each individual student.
- The tutor will coordinate the teaching and evaluation of the group of students, establishing for this purpose meetings with
- The teachers who teach the group, setting common criteria and objectives for all of them.
- The guardian will maintain communication with parents or legal representatives in order to take action preventive when the situation of a student requires it.
- Provide information on training options and itineraries.
- Provide information to the student about the different aspects of vocational training.
- To develop in the student personal competences that promote their selforientation.
- Personalize the orientation process.
- Work on decision-making capacity.
- Organization of schedules to facilitate the necessary coordination between professionals who they intervene with the same students.

6.2 Ordinary measures: Educational support needs

Considered as one more measure of attention to diversity, which seeks equal opportunities. Goes aimed at students who have two or more years of curricular lag for any of these reasons:

- Belonging to ethnic or minority groups with educational compensation needs.
- Immigrant student body.
- Socially disadvantaged situation.

The specific objectives that are worked out in this educational compensation plan are:

- Acquire the basic instrumental content.
- Promote the integration of the student in their reference classroom both socially and academically.
- Collaborate in the monitoring and evaluation of the Educational Project of the Center and Curricular Projects in the field of attention to sociocultural diversity and attention to the needs of student educational compensation.
- Prepare in a coordinated manner with the teachers who teach the instrumental subjects, as well as implement flexible organizational modules tailored to the educational compensation needs of the student body.
- Carry out, together with the teaching staff and educational psychologist of the center, the curricular adaptations necessary for the attention of students with educational compensation needs.

Regarding families: Inform families of the educational needs of their children, as well as of the progress they suffer throughout the course. Communicate the type of support that the family of each student from home.

• Transmit the importance of a family school collaboration to the parents of our students, in order to get as much involvement as possible.

6.3 Extraordinary measures: Curricular adaptations

- Establishment of different levels of deepening of the contents.
- Selection of resources and methodological strategies.
- Adaptation of curricular materials.

• Diversification of learning strategies, activities and assessment instruments.

(Colegio El Porvenir, 2019).

7. COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

7.1 Out of class activities

- In Unit 3 students will focus on food, creating a supermarket in the classroom. In addition, there will be an activity in the park "Canal de Isabel II" which is located a few meters from the school, where the students together with the teacher will prepare a picnic.
- In unit 4, English will be cross-curricular with natural sciences, discussing animals and their care. For this, the students will make a visit to the school farm, where they will be able to observe their behaviors, the food and care they need.
- In unit 6, related to the family, the students will make an excursion to the Chamberí fire station, C / Santa Engracia, 118. Due to the topic that is treated in this unit "My family", a parent of a student who works there, will offer us the opportunity to take a guided tour of the building.

7.2 Extensive reading program

The development of reading skills in children is highly important for living in society and for their evolution. Reading frees the soul and the imagination, increasing their vision of the world around them. This fact makes it necessary to create a reading plan to awaken in the students a taste for reading, stories and, above all, for the sensation and knowledge produced by doing so. Its main objectives are:

- Develop reading skills and habits.
- Use reading to enhance creativity, autonomy and personal satisfaction.
- Exercise attention and memory.
- Express themselves orally with correctness and coherence.
- Use reading as a means of expanding vocabulary and using spelling correctly.
- Enjoy the pleasure of reading.

The promotion of reading must be included in all subjects, so within the reading plan we find the proposed classroom program. According to the article 6.4 of Real Decreto 1513/2016 "La lectura constituye un factor fundamental para el desarrollo de las competencias básicas. Los centros, al organizar su práctica docente, deberán garantizar

la incorporación de un tiempo diario de lectura, no inferior a treinta minutos, a lo largo de todos los cursos de la etapa".

The first grade classroom dedicates one of its corners to reading, adapted to student relaxation and learning. In addition, activities are proposed to promote it. First of all, the students devote one hour a week to go to the library, where they choose the book that they will read during that week. Secondly, two hours a week are devoted to reading taking advantage of the classroom library, where each one with their reader card can observe the progress and the number of books they have read. Finally, the previously mentioned corner provides a space for such activity; a carpet with cushions and two shelves full of books.

Not all books are in English, as being first graders they are not used to reading. We find books of different levels, from interactive with few words to books with texts. To facilitate the search for books, they are organized by sections and difficulty, being able to find comics, magazines, recipes, poems, etc.

The proposed activities for the classroom are intended to provide motivation and interest in something as beautiful and instructive as reading.

7.3 Connection with the development of the didactic units

The activities shown below refer to the objectives of the reading plan. In the classroom reading plan, students will be able to:

- **Decorate the library**: Students will make a poster with the basic rules for their use and enjoyment, such as leaving a book where it was or treating them with great affection, as they are for everyone. They will also stick the drawings they make in their spare time on the books they have read.
- Individual reading: As I mentioned earlier, students have a space to facilitate reading. It is a place where students feel comfortable, as if they were at home, where silence is the main rule and enjoyment is the second. On classroom library days, they can choose to read in their chair or sit on one of the cushions in the corner, as everyone has their own reading needs. Also, students who finish activities earlier can choose a free time book and wait for their classmates to finish.

• **Research information:** The bookshelf organized by sections has books of various kinds, providing students with information of all types, in addition to being attractive material, it is adapted to their age considering that not all books are in Spanish, there are also English ones.

The thinking corner is one of the best means to facilitate reading motivation, in it students will be able to:

- Present their favorite book that they have read so far next to the drawing made. At the end of a book, students should draw a picture of the moment they liked the most, in order to stick it on the corner wall after showing it to the classmates, in addition, the drawing should include how it felt to read it. The form to be filled in will consist of a space for its creation and another with two faces, one sad and the other happy.
- The assistant teacher will read aloud a story for the students, so that they can hear the correct pronunciation and intonation of English. The book must be adapted to their age to facilitate their understanding, in addition, the assistant teacher will show the drawings it contains, to capture the information both auditory and visually. For example, the book "see inside your body" (Unit 1- My body)
- After finishing the didactic unit that we are working on at that time, we will meet in the thinking corner to reflect and answer the students' questions. Each student will gather the contents and activities worked on in "our knowledge book" which will be presented to the classmates, working in a very similar way to the infant education assembly.
- Finally, according to unit 3 (The picnic) the students will make their own shopping list and their recipe in pairs. To do this, they should look for information and models in the classroom library, quietly working in the thinking corner or if they prefer in their chair.

8. TUTORIAL ACTION PLAN AND COLLABORATION WITH FAMILIES

8.1 Tutorial action plan objectives

We understand by tutorial action a process of educational coordination and orientation, both for families and students, favoring their adaptation and intervening to improve their development during the school year, attending to their diversity. M. Artigot (1973) defines the tutor as "the expert whose main mission is to deal with the integration of the student body with regard to their schooling, vocation and personality".

Student-teacher intercommunication is based on knowledge, procedures and attitudes. In addition to the content, objectives and learning standards, which favor the student's self-concept, knowing its limitations and personal development. This interaction is linked to personalization, integration, individualization and diversification, aiming at:

- Avoid both difficulties and school failure by anticipating it.
- Personalize education by coordinating the different learning and actions of the people involved.
- Anticipate problems of social behavior, favoring the relationship with oneself and with others.
- To mediate between families, schools and students for their correct development.
- Support the maturation process of students, attending to values, decision-making and the development of their own identity.

8.2 Common family-school collaboration tasks.

The fundamental principles of education emphasize parents as the first educators, having a natural responsibility for their children. (Declaración Universal de los Derechos Humanos, 1948; Declaración de los Derechos del Niño, 1959, principio n.º 7; Pacto Internacional de Derechos Económicos, Sociales y Culturales, 1966, Parte II, art. 10). However, school is an aid to this duty. The education of the child is formed from the relationships between the areas in which it operates (Bronfenbrenner, 2002). This is why the participation of families at school is so essential.

El Porvenir school gives importance to this aspect, including families from the first moment of the year. Firstly, a group tutoring is carried out with the classroom tutor to inform about the operation of the course and enhance the participation of families. Throughout the course the tutor will plan at least one tutorial with each family (depending on the student's needs, the number of interviews may vary). In these meetings topics such as exchange of student information, explanation of programming, academic results, attitudes such as integration and autonomy, etc. are discussed.

Finally, the school offers workshops and activities in which the participation of the family will be voluntary but important.

8.3 Individualized interviews and tutorials

The classroom tutor monitors the student, this is facilitated by the student's personal agenda, which includes:

- Both parents and tutor must sign every day.

- The agenda contains the phone and email of the parents, if needed.

- The tutor in his own agenda will point out the lack of material or the inconveniences it may have, to comment on it later in the tutorials.

As I have previously commented, the tutor must have at least one individual tutoring per family, in these the evolution of the student, aspects of improvement, participation in the classroom and their evaluation will be discussed. The tutorials will be set by parents and tutor, since teachers have certain weekly hours (two hours) assigned to this end.

In addition, the school has a platform so that families do not miss any event or communication. For example, to set up both individual and group tutoring, to remember material that will be needed in the classroom, or even to set up excursions.

8.4 Classroom group meetings

Each term a group tutorship is carried out, in this way the tutor can inform what will be worked and the methodology that will be carried out during it, what is expected of both students and families, as well as the activities that will be carried out outside class, such as going to the park or excursions. The tutorials will be accompanied by a PowerPoint which will be sent to families who have not been able to attend, since it is of real importance to have knowledge about their child's course. After the tutor's explanation, families should comment on their doubts and ask as many questions as necessary.

9. LEARNING-TEACHING PROCESS EVALUATION

Assessment is understood as a self-regulated process by the student and the teacher, where what is learned is understood and evidenced. The evaluation aims to be guiding and motivating. For this reason, we distinguish two evaluation models; formative and summative. In both, the student's progress is checked, however the grade differentiates one from the other.

Assessment being an integral part of the teaching-learning process will help us improve the student's needs. On the one hand, the formative evaluation will be carried out interactively and frequently, giving continuous feedback, modeling their learning and preparing them for the summative evaluation, which is in charge of measuring the knowledge learned. The latter involves a qualification, in order to compare the learning acquired with a benchmark, established at the beginning of the course. In accordance with *Article 12. 1 of Real Decreto 126/2014 "Los maestros evaluarán tanto los aprendizajes del alumnado como los procesos de enseñanza y su propia práctica docente, para lo que establecerán indicadores de logro en las programaciones docentes"*. Below are the different tools that will be used in order to evaluate students:

- Assessment bull's eye: It is a visually appealing resource, since the target is divided into sections that they should color depending on the level of learning acquisition (Annex 13.3.).
- **Collection cards:** The teacher will deliver a card at the end of each didactic unit, which they will have to fill (no more than one paragraph) with what they have learned from it, they will also have a happy and a sad face to color depending on what they have felt doing it (Annex13.38.).
- Metacognition scale: It consists of filling in a form at the end of each term, encompassing the work during the teaching units. With questions such as "What have I learned? How have I done it? What has been easier or more difficult?"
- **Trivial game:** The teacher will create a game with all the knowledge learned during the course. At the end of it, evaluate the students formatively and above all, with lots of fun.
- **Stand up/sit down:** It is an adaptation of the thumbs up or down game. In this case the quick response is worked; the teacher asks a series of questions out loud, if the answer is correct, they should get up and if it is not, remain seated.

- **Mini-whiteboard:** It is another quick response model, where the teacher will be able to check everyone's results with the naked eye, since the students with their answers will lift the whiteboard up. This model is used to evaluate vocabulary or grammar learned during the teaching unit.
- **Class work:** such as worksheets, presentations and of course "our knowledge notebook" where they will include everything worked during the teaching units, in a visually striking way. All these resources will serve as evaluation, some in a formative way and others in a summative way.
- **Rubrics:** This tool will be used to primarily evaluate presentations. The teacher will fill out her own with each student in the class, as will the students, who will evaluate each other to increase their autonomy (<u>Annex 13.39</u>.).
- **Kahoot/Edpuzzle:** Using the computer and practical internet applications, the teacher will project a kahoot or Edpuzzle in the classroom where they will write the answer on their whiteboards.

9.1 Evaluation criteria

In accordance with *Article 2 of Real Decreto 126/2014*, evaluation criteria would be defined as "*el referente específico para evaluar el aprendizaje del alumnado. Describen aquello que se quiere valorar y que el alumnado debe lograr, tanto en conocimientos como en competencias; responden a lo que se pretende conseguir en cada asignatura*". Together with the learning objectives and standards, they determine the teaching-learning process and the competences they should acquire once the stage is completed.

The learning criteria on which the teaching units have been based are found in the *Orden ECD 686/2014*. Which belong to the first grade of primary and the subject of English. https://www.boe.es/boe/dias/2014/05/01/pdfs/BOE-A-2014-4626.pdf.

9.2 Strategies, techniques and evaluation tools

The evaluation tools that will be used in the annual syllabus are shown below.

• **Observation:** It is one of the main evaluation tools. The teacher will have the task of observing and analyzing the development of both the students and the proposed activities. In this way, active observation will provide the teacher with information

for the following exercises to be developed, adapting the curriculum to her learning level.

- **Rubrics and attitude scales:** This tool will help the teacher measure the degree of satisfaction and motivation. Also, identify the level of individualism or cooperation of the different activities proposed.
- **Portfolio (Our knowledge book):** This tool is built by the students, based on the learning and activities worked in the classroom. As a whole, it is a documentary of the student's progress, detecting both individual and group acquired skills. For the teacher, it is evidence of the student's progress and achievements.
- Quizzes & tests: These tests are carried out based on what has been seen in the didactic units, serving as formative and summative evaluation, since some of them will carry a grade that guides the teacher about the student's progress and understanding of the activities. An example would be kahoot or Edpuzzle.
- **Projects:** This section includes presentations, oral activities such as questions or whiteboards, and both cooperative and individual work. Also the collection cards, which are made at the end of the didactic unit of the moment, gathering what has been learned.

A rotating wheel will be used to randomly evaluate the students. This will be made up of the names of all the students, so that in order not to always ask the same student, they will turn to ask randomly. In addition, each student will have a limit of three questions each trimester, to avoid continuous repetition. It can be seen in the annex13.8.

9.3 Evaluation moments

Diagnostic assessment: It is the type of evaluation that gathers the student's knowledge, in before a new learning. It is carried out at the beginning of the course, of the didactic unit or of the program to from there, anticipate and adapt the activities to your cognition. It is done for example, through questions or worksheets.

Formative assessment: It is the type of evaluation that allows to have a follow-up on the student in order to prevent difficulties or adaptations of the activities. Detecting the motivations and needs of the student against the knowledge that is taught. It is done throughout the course, for example through questions or activities.

Summative assessment: This type of evaluation is in charge of detecting the learning that the students have acquired according to what the teacher has proposed. The tools for this type of evaluation are, for example, oral, tests or activities which involve a grade, which determine the success of both the students and the teacher.

DIDACTIC UNITS

Below is the sequence of didactic units with the timing and the sessions that each covers. Of the nine sessions, four of them will be held more extensively (1, 2, 3 and 6), unit 3 is the most unit detailed, with the materials and resources necessary for its development. In (<u>Annex 13.44</u>.) you can find a further development of the annual teaching program.

TERM	DIDACTIC UNIT	TIMING	NUMBER OF SESSIONS
1 st	<u>Unit 1</u> My body	09/09/2020-01/10/2020	17
	<u>Unit 2</u> Seasons	02/10/2020-23/10/2020	16
	<u><i>Unit 3</i></u> The picnic	24/10/2020-15/11/2020	15
	<u><i>Unit 4</i></u> The farm	18/11/2020-20/12/2020	23
2 nd	<u>Unit 5</u> Where is Santa?	08/01/2021-07/02/2021	23
	<u>Unit 6</u> My family	10/02/2021-04/03/2021	16
	<u>Unit 7</u> Feelings	05/03/2021-02/04/2021	21
3rd	<u>Unit 8</u> We listen	14/04/2021-14/05/2021	23
	<u>Unit 9</u> It's time for holidays!	15/05/2021-12/06/2021	21
	<u>Review</u> Our knowledge book	15/06/2021-19/06/2021	5

UNIT 1: MY BODY

- **Subject:** First Foreign Language, English.
- Year: First grade of Primary Education
- **Temporalization:** 09/09/2020-01/10/2020
- Number of sessions: 17
- Rationale of the selected topic: The subject of English in this case will be cross-curricular with Natural Sciences, because the human body is one of the main topics of this. Since kindergarten highly importance is given to the human body and its movements, with this I refer to psychomotricity. For this reason, I want to work on this unit didactic in a motivating way for children, facilitating retention of learning, of something that is as important as our own body. The didactic unit will start getting their attention with an introductory video of the most important organ of our organism; the heart (*Erase una vez el cuerpo humano; el corazón*). Continuing with a series of activities where they will have to experiment, draw and even move the main parts of the body.

$\circ~$ Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1).
- Entender la información esencial en conversaciones breves y sencillas en las que participa, que traten temas familiares como el mismo (C.C 1, 5).
- Comprender las preguntas del docente sobre su cuerpo (C.C 1).
- Imitar y repetir las expresiones del docente utilizadas en el aula (C.C 1).
- *Relacionar correctamente palabras escritas con la imagen correspondiente (C.C 1, 5).*
- Copiar palabras y expresiones sencillas trabajadas oralmente (C.C 1).

• Contents:

Conceptual	Procedural	Behavioral
 Vocabulario básico: El cuerpo humano (Bloque 2). Mayúsculas y punto (Bloque 4). 	 Comprensión de palabras clave y mensajes sencillos (Bloque 1). Emisión de palabras y mensajes breves y sencillos (Bloque 2). Uso de canciones (Bloque 2). Uso de oraciones sencillas acerca de su cuerpo (Bloque 2). Lectura de palabras y frases sencillas (Bloque 3). Copia y escritura de vocabulario básico (Bloque 4). 	 Cooperación y compañerismo con el resto de los alumnos. Respeto hacia el resto de las opiniones. Escucha y participación activa. Motivación y esfuerzo en las

- Affirmative and
negative sentences
with not (Bloque 5).
- Interrogación: Wh-
questions (Bloque 5).
- Present simple
(Bloque 5).
- Expresión de la
cantidad: cardinal
numbers (Bloque 5).
- Expresión de la
posesión: I have got
(Bloque 5).

$\circ~$ Target lexis:

- <u>Parts of the body</u>: eye, arm, leg, head, ear, nose, eye, mouth, hand, finger, back, foot, shoulder, neck, chest, knee, ankle, tongue, teeth.
- <u>Digestive system</u>: stomach, large intestine, small intestine, lungs, esophagus, liver.
- <u>Body vocabulary:</u> muscles and bones.
- Expression of possession and not possession: I have got.... I haven't got...
- Expression of quantity: Two legs, five eyes, three mouths...
- <u>Wh-questions:</u> How many...? what is...?
- <u>Daily routines:</u> sleep, wash your face, have breakfast...
- <u>"My favorite activity was..."</u>
- <u>"I know how to say... in English"</u>

• Learning outcomes:

Students will be able to...

- Identify the parts of the body by playing to assorted of games.
- Classify the different parts of the human body.
- Know the parts of the digestive system.
- Value the importance of the daily routines.

- Develop their daily routine.
- Respect each other and collaborate for the proper development of activities.

• Evaluation criteria: ²

- Identificar un repertorio de vocabulario y de expresiones en textos orales muy breves y sencillos o por medios técnicos.
- Conocer y saber aplicar las estrategias básicas para producir textos orales muy breves y sencillos, apoyando con gestos lo que se quiere expresar.
- Participar de forma muy básica en conversaciones breves y sencillas, siendo indispensable la repetición y cooperación de interlocutor.
- Construir textos muy cortos y sencillos, compuestos de frases aisladas, para hablar de sí mismo.
- Trabajar cooperativamente respetando las opiniones y a los demás.

• Methodology:

• Session 1: Erase una vez el cuerpo humano; el corazón.

The class will begin with the morning routine, where a random child (using random roulette) will stick on the board the day, time and season we are in. Next, the teacher will play an introductory video about the topic that will be worked on during the rest of the sessions (<u>https://youtu.be/IPb-JnNHVuY</u>). Finally, after viewing it, the children will sit in the thinking corner with the teacher, commenting on what they have seen and what they would highlight as most important.

• Session 2: Do you know the order?

As every day, the lesson will begin with the morning routine. Then the teacher will ask to the students what they saw yesterday and what they remember about the video, giving way to the activity. The teacher will write on the whiteboard the different limbs of the body (head, arms and legs), then distribute each one a support and a cardboard (roll of

² The evaluation criteria have been obtained from Orden ECD/686/2014, de 23 de abril, por la que se establece el currículo de la Educación Primaria para el ámbito de gestión del Ministerio de Educación, Cultura y deporte y se regula su implantación, así como la evaluación y determinados aspectos organizativos de la etapa.

kitchen paper cut into three). They must draw each extremity in the parts of the roll, so that when they put it on the support, the three extremities will be placed in their correct order. To finish, the teacher will show a correct example (the roll with the head, the trunk with the arms and legs) and an incorrect one (the legs, the head and the trunk with the arms) in this way they will self-evaluate their work (Annex 13.4.)

• Session 3: Let's cut!

After performing the morning routine, the teacher will remember what was seen the previous day (the extremities of the body) to start the activity. This session will be focused on the upper body, the head. Each student will have two worksheets, one of them with the drawing of a face but without the elements that make it up, and the other worksheet with those elements (eyes, mouth, nose, ears, hair, tongue and teeth). In this way they will cut out the hair as they like, the mouth and the eyes, thus creating a head with a face.

• Session 4: Draw me.

This session will consist of drawing each other. After completing the morning routine, the students will work in groups as they sit. The teacher will distribute to each table a continuous white paper, where one or two team members (depending on the time) will lie on the floor on the paper, so that the rest of the group can draw their silhouette. Once the drawing has been made, they will have to color it, for this they will have two roulettes, one with the names of the extremities in English; head, arms and legs. And another with four colors: blue, red, yellow and green. In this way they will work cooperatively respecting each other. At the end they must write the names of these limbs and show the result to the other classmates.

• Session 5: Fill me with playdough.

Just like every day, the morning routine will begin. Then the teacher will ask them what they saw the day before and what was the vocabulary, they should write it on their mini white board, for that the teacher will give them a timed minute. After remembering the extremities, the teacher will explain the activity in which they will work during class. To start, they will watch a video about muscles, bones and their importance (https://youtu.be/ynVRDsDC-84). Next, to work on what was seen in the video, the teacher will distribute two worksheets in A3; in one of them they will find the silhouette of the muscles, and in the other, the bones. Students, working in pairs, must fill the bones

on one side and the muscles on the other with play dough. It is a very attractive and familiar material for them, since in infant education they mainly work with play dough. At the end of the activity, they will present it to the other classmates and then stick to one of the classroom walls.

• Session 6: How does food travels in the body?

This activity will be carried out by the teacher assistant, she will begin by reading a book about the digestive system (https://www.amazon.es/How-Food-Travels-Body-Digestive/dp/1541938879). The teacher assistant will give them the appropriate pronunciation and pauses to facilitate understanding. The activity will begin in the thinking corner where the children sitting on cushions will listen to the process of how food travels in our body. After reading aloud, the teacher will individually give two worksheets to each one; the first formed by the human body with the silhouette of the organs of the digestive system, in addition, each silhouette will have the written name. On the other hand, the second sheet will consist of cutting these organs and pasting them in their corresponding place.

• Session 7: Our lungs.

For this activity we will go to the high school science lab, to make it flashier and motivating. After looking at the organs of the digestive system, we will focus on the lungs and their functioning. They will work individually, since each one must include it in "Our knowledge book". Once everyone is in the laboratory, the teacher will distribute the material to each student; a blank worksheet, three straws, and two balloons. After distributing the material, the teacher will show an example of the result, in this way they are not lost while developing it. It will consist of gluing at the end of a vertical straw, two diagonally, one on each side. These two diagonal straws will fit inside the balloon, tightly closing the mouthpiece with the straws, so that the balloons do not fall out or there is no space left. This set will be stick to the white worksheet, leaving it outside the mouthpiece of the straw (see annex 13.9.). The objective of this activity is to blow through the mouthpiece that protrudes from the straw and blow up the two balloons attached to the ends, simulating the functioning of the lungs when we breathe.

• Session 8: Let's dance!

After completing the routine each morning (day, weather, and season), the teacher will ask students to get up and stand behind their chairs. The activity will consist of activating their bodies through dance. For this, the teacher has made two A4 size dice, on each side of the dice the name of the body parts is written (knee, stomach, head, hand, arm, ankle, tongue, leg, nose, finger, neck, nose) which must move. The teacher will play a song (https://youtu.be/nfWlot6h_JM) and they will have to dance it with the two parts of the body that come out on the dice, for example if their legs and neck have come out, they will have to move it while they dance. Each 10/15 seconds the teacher will stop the song to roll the dice again. Finally, she will put a song about the parts of the body, this time without the teacher's guidance, so that they listen actively, they must point to the parts of the body according to the song (https://youtu.be/OkHQ0CYwjaI).

• Session 9: BINGO!

The class will be taught by the assistant teacher and will begin with questions about what was seen the previous day (body parts) "Who remember the name of this part?" "This is the ...?". After reviewing for approximately five minutes, the teacher assistant will distribute a sheet divided into grids (bingo). In each square they will find drawn a part of the body, from those already worked on previously (eye, arm, leg, head, ear, nose, eye, mouth, hand, finger, back, foot, shoulder, neck, chest, knee, ankle, tongue, teeth). Like any bingo, the assistant teacher will say out loud the names of those parts of the body, which should be crossed out, until making a line or bingo (Annex 13.31.). The activity will be carried out in pairs and to make it even more motivating, the first couple who sing line will receive a bonus sticker and the one who sing bingo four star stickers (two for each one). To finish the class, a candy will be distributed to all the children, because they are too young to lose or win.

• Session 10: We create a monster.

The teacher will not review the lesson from the previous day because the activity will serve as a review. It will be done individually but all at the same time, since the teacher will give the instructions. A worksheet with the silhouette of a monster will be distributed to each student, and the teacher will have two roulettes; one with the parts of the body already seen so far and the other, with the numbers from 1 to 8. Therefore, the activity will consist of creating each one its monster based on the parts and numbers that the

teacher takes out at the roulette wheel. For example, eye / four, and they will have to draw four eyes. To finish, each one will give their personal touch by coloring it, and they will have to add it to their chest of drawers and then paste it into "our knowledge notebook".

• Session 11: How many?

The teacher after having a brief conversation with students about what they did in the previous class, will begin the lesson by introducing the theory of possession: I have got / I haven't got. Once explained and written on the whiteboard, the teacher will distribute an individual worksheet, in this one an example will be found first: *I have got ... 2 eyes/ I have not got four arms*. Then they should write I have got, or I have not got and the number of the corresponding body parts. The parts of the body will be already written (leg, nose, eye, finger) therefore they should only write two sentences with I have got and another two with I have not got, in addition to the number they have of each part of the body. To finish, the teacher will put a stamp to review the work done and they should keep it in their chest of drawers and later paste it in "our knowledge book".

• Session 12: Me and my amazing body.

This session will be dedicated to reading. It will be done by the teacher assistant due to pronunciation and intonation. They will start the session with relaxing music for 3 minutes, considering that it is not first thing in the morning and to be focused they must be relaxed. Then they will meet in the thinking corner, where the assistant teacher will read the book "Me and my amazing body" (<u>https://www.amazon.es/Me-Amazing-Body-Joan-Sweeney/dp/0375806237</u>). At the end of the reading they will have five minutes of questions or doubts that they want to ask to the teacher assistant. Finally, like every reading day, they should draw a picture with the part of the book that they liked the most and draw a smiley or sad face depending on what they felt with the activity.

• Session 13: Daily routines.

After pointing out the day, weather and season, the teacher will present the topic to be discussed in the session; daily routines. It will start with questions, such as "do you wash your face when you get up?" "Do you get dressed first or do you eat breakfast?" "What time do you go to sleep?" After talking for ten minutes, the teacher will put them a song about the daily routine when we get up (https://learnenglishkids.britishcouncil.org/es/songs/the-way). Then, instead of handing

out a worksheet, they will carry out the activities through a game (<u>https://learnenglishkids.britishcouncil.org/word-games/daily-routines</u>). Finally, the teacher will ask them to think about their daily routines for the class the next day.

• Session 14: My daily routine.

The class will begin with the review of the previous day, remembering the daily routines. The teacher will then distribute two worksheets to each child. The first will be made up of routine drawings (brushing teeth, dressing, eating breakfast, going to school, doing homework ...) where they must order them from 1 to 10 depending on the order in which they are carried out, taking into account that you cannot go to bed without having dinner, or go to school without first dressing. The other worksheet will consist of joining the drawings with their corresponding names with arrows, in this way the game from the previous day will be reviewed. Finally, they will be asked to save the worksheets in their drawer and then paste it in "Our knowledge book".

• Session 15: Simon says...

To finish with the daily routines, they will play with the teacher assistant to the "Simon Says" game. It will work with routines, for example "Simon says ... brush your teeth" "Wash your face", taking into account the rules of the game, if they do not say Simon, they should not do it, therefore whoever is wrong must sit. To finish, the teacher will give them a drawing of their choice about the daily routine they like to do, for example, going to sleep, so they can calmly color it.

• Session 16: Review I.

The first review session will consist of body parts clip cards. It will be done individually, and the teacher will take it into account for the evaluation, therefore, the result will be graded. The activity will be carried out by the teacher assistant, in this way the teacher will be able to review the students' work. Each will have ten cards and ten clips. On each card they will find drawn a part of the body (arm, ear, nose, mouth, foot, shoulder, neck, knee, ankle, teeth) and below of the drawing, three names, one correct and two wrong, in such a way that they must place the clamp on the correct name of the drawing.

• Session 17: Review II.

Finally, to review all the vocabulary (parts of the body, digestive system, daily routines) and grammar (I have got / I have not got, quantity) they will do a kahoot with the teacher, that is, the teacher will project the questions on the whiteboard and they should write the answers on their mini whiteboard, without erasing them, since it will consist of only 5 questions. To finish, they will fill in the collection card, with "My favorite activity was…" "I know how to say … in English", to paste it afterwards in "Our knowledge book".

$\circ~$ Curricular materials and other didactic resources.

<u>Didactic resources</u>: Books as *How food travels in the body* (Baby professor, 2017), *Me and my amazing body* (Joan Sweeney, 2000). Worksheets about the parts of the body, online games (<u>https://learnenglishkids.britishcouncil.org/word-games/daily-routines</u>), songs

(https://learnenglishkids.britishcouncil.org/es/songs/the-way)

(https://youtu.be/QkHQ0CYwjaI) and videos (https://youtu.be/ynVRDsDC-84) (https://youtu.be/IPb-JnNHVuY). A bingo worksheet, roulettes about the parts of the body and quantities. Kahoot for review.

- <u>Material resources</u>: Interactive whiteboard, marker whiteboard, computer, speakers, colors, sheets, glue, scissors, clips, paper roll, cards, cardboard, mini whiteboards,
- <u>Physical resources</u>: The classroom (thinking corner, the tables, the library and the computer) and the laboratory (tables and chairs).
- <u>Human resources</u>: students, English teacher and language teacher assistant.

• Diversity attention measures.

Attention to diversity will be taken into account in all didactic units, facilitating the correct development of both the activities and of him in the classroom. For the student with ADHD, a series of measures have been proposed:

- Every morning he will help the teacher or the teacher assistant to distribute the material.

- Certain activities of the didactic unit adapted to it will be carried out, such as dances and movements.

- He will have a traffic light on his agenda, where at the end of the session one of the three behavioral points will be colored by the teacher depending on it (green-super good / yellow-regular / red-can improve).

• Other elements.

• Complementary and extracurricular activities:

During this didactic unit there will be no extracurricular activity they will simply go to the high school laboratory.

• <u>Reading development</u>:

Reading in first grade is very important, for this reason two of the sessions of the didactic units will be dedicated in part to reading (Session 6 and 12). The teacher assistant will read two books aloud, one in each session, since she can give a better pronunciation and intonation, and will also show the book so the children could understand and follow the reading. On the other hand, in the development of the sessions they should read the vocabulary and grammar that is written in the IWB and in activities such as the daily routine game or sessions 8 and 16, aimed at body parts.

o <u>ICT development:</u>

The use of the computer will be essential for the development of the activities, since the IWB works through it, and the videos and songs that will be put in the different sessions, in addition to the speakers to facilitate listening.

• <u>Values education:</u>

In the different sessions that make up the didactic unit we will work both individually, in pairs and in groups. Therefore, respect for others, both for their work and their opinions, is very important in order achieve objectives and to grow as a person.

• <u>Key competences:</u>

- *C.C 1*: Linguistic communication is worked on in all sessions, through productive and receptive skills (listening, speaking, writing and reading). Every morning the sessions begin with a conversation to review what was seen the day before. In addition to all the songs and videos they will listen to in the classroom, students must present their activities to other classmates, improving speech. Finally, reading and writing, as previously mentioned, will take place in the different activities of the sessions; reading books and working on worksheets.

- *C.C 2*: Mathematical competence will not be studied in this unit, however, science competence will, since English is cross-curricular with the natural sciences, the human body being one of the main subjects of this.

- *C.C 3:* Digital competition is one of the most important, since most activities will be carried out through it, with the use of videos, songs and games provided by both the IWB, the computer and the speakers.

- *C.C 4*: The competence of learning to learn will be developed with individual and group activities, improving children's autonomy and cooperative work, everything based on respect.

- *C.C 5:* Social and civic competence is developed in those activities of the sessions that work cooperatively, respecting both the rules of behavior and the rest of the classmates.

- *C.C 6:* The sense of initiative and entrepreneurial spirit is developed in those activities of the sessions that have to work individually. In this way they reinforce their autonomy and self-control, for example in listening to the readings.

- *C.C* 7: The competition of consciousness and cultural expressions is developed based on the knowledge of the body, its component parts and its limitations, being aware of themselves.

UNIT 2: SEASONS

0	Subject:	First	Foreign	Language,	English
0	Subject	Inst	i orengin .	Language,	English.

- Year: First grade of Primary Education
- **Temporalization:** 02/10/2020-23/10/2020
- Number of sessions: 16 sessions
- **Rationale of the selected topic:** This didactic unit deals with a topic already known to them; the seasons of the year. Therefore, it aims to see what they remember from last year and make them forget nothing for the next. During the following sessions, English will be cross-curricular with the subject of social sciences. For children, the seasons they better know are winter and summer, due to holidays and festivities. For this reason, this didactic unit will focus on working the four seasons in such a motivating way that they will all remember alike. They will begin by remembering the parts of the body (seen in the previous unit) since the first activity will be to join the different clothes with the parts of the body in which it is put, for example the hat with the head.

• Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1).
- Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprender el vocabulario asociado (C.C 1).
- Comprender las preguntas del docente sobre los temas trabajados en el aula (C.C 1).
- Imitar y repetir las expresiones del docente utilizadas en el aula (C.C 1).
- Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas (C.C 1, 4, 5).
- Localizar palabras conocidas en los libros de la clase (C.C 1).

- Relacionar correctamente palabras escritas con la imagen correspondiente (C.C 1, 5).
- Copiar palabras y expressiones sencillas trabajadas oralmente (C.C 1).

\circ Contents:

Conceptual	onceptual Procedural	
 Vocabulario básico: las estaciones del año (Bloque 2). Mayúsculas y punto (Bloque 4). 	 Comprensión de palabras clave y mensajes sencillos (Bloque 1). Emisión de palabras y mensajes breves y sencillos (Bloque 2). Uso de oraciones sencillas acerca del tiempo (Bloque 2). Lectura de palabras y frases sencillas (Bloque 3). Copia y escritura de vocabulario básico (Bloque 4). Affirmative and negative sentences with not (Bloque 5). Interrogación: Whquestions (Bloque 5). Expresión del tiempo: Present simple (Bloque 5). Expresiones temporales: divisions and indications of time. 	 Cooperación y compañerismo con el resto de los alumnos. Respeto hacia el resto de las opiniones. Escucha y participación activa. Motivación y esfuerzo en las tareas del aula.

• Target lexis:

- <u>Seasons vocabulary:</u> Spring, summer, autumn and winter.
- <u>Weather vocabulary:</u> Sun(n)-sunny(adj), cloud(n)-cloudy(adj), rain(n)-rainy(adj), storm(n), thunder(n), fog(n)-foggy(adj), wind(n)-windy(adj), snow(n)-snowy(adj), tornado(n), tsunami(n), hot(n), cold(n).
- <u>Spring vocabulary:</u> flowers, butterflies, rainbows, bees, birds.
- <u>Summer vocabulary:</u> Beach, holidays, camping, ice cream, sunglasses, swimming pool.
- <u>Autumn vocabulary:</u> leaves, wind, clouds, owl, squirrel.
- <u>Winter vocabulary:</u> snow, snowman, hot drinks, skiing, umbrella.
- <u>Clothes:</u> Shorts, flip-flops, swimsuit, dress, jumper, gumboots, coat, hat, scarf, t-shirt, trainers.
- <u>Wh-questions</u>: What's your favorite season? What do you do in...?
- <u>Months:</u> January, February, March, April, May, June, July, August, September, October, November, December.
- <u>Present simple (affirmative and negative sentences)</u>: It's... It's not...
- <u>Expression of time:</u> Tomorrow, today and yesterday.
- <u>"My favourite activity was..."</u>

• Learning outcomes

Students will be able to...

- Classify the different seasons through a series of activities (C.C 1,3).
- Describe and draw their favorite season (C.C 1, 5).
- Identify the clothes for each season and weather (C.C 1).
- Match de different weather with its season (C.C 1, 5).
- Recognize the vocabulary worked on the classroom library (C.C 1,5).
- Design an oral presentation from photos of each season (C.C 1, 4)
- Indicate the season of each month (C.C 1).
- Describe each season using appropriate vocabulary (C.C 1).

• Evaluation criteria:

- Identificar un repertorio limitado de vocabulario y de expresiones en textos orales muy breves y sencillos transmitidos de viva voz o por medios técnicos.
- Conocer y saber aplicar las estrategias básicas para producir textos orales monológicos o dialógicos muy breves y sencillos.
- Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales.
- Participar de forma muy básica en conversaciones muy breves y simples que requieran un intercambio directo de información sobre temas que le son familiares.
- Identificar vocabulario en textos, tanto impresos como digitales, muy breves y sencillos.
- Construir textos muy cortos y sencillos, compuestos de frases simples aisladas, para hablar de su entorno.
- Trabajar cooperativamente respetando las opiniones y a los demás.

• Methodology:

• Session 1: Where are you wearing it?

To make a last review of the previous unit, the session will begin with an activity where the body parts and the clothes you put on them are worked on. The day will begin with the morning routine (day, weather and season). Next, the teacher will explain the importance of knowing the seasons of the year, to put on the appropriate clothes in each one of them. For the activity, the teacher will distribute a worksheet that will be carried out individually, where the students must match the parts of the body with the clothes(To make it more real, the teacher will bring different types of clothing such as flip flops and a winter hat, asking questions about in what part of the body they would wear it.) For example, the hat would be attached to the head; boots with feet; the pants with the legs, thus until making a total of 10 elements. The worksheet will be made up of drawings, both of the clothing and of the body parts, in addition, each drawing will have its name underneath. To finish, the teacher will ask them to draw themselves in the moment with the clothes they are wearing and the season they are in (they can make some clouds considering that it is November).

• Session 2: Complete the tree.

In this session the seasons of the year will be introduced with their corresponding weather, in this way the rest of the sessions can be developed (<u>https://youtu.be/eXFe4tUCd40</u>). After viewing the video, the teacher will distribute the worksheet. It will be divided into four squares, within each one there will be a tree with only branches (no leaves or flowers) and below it a phrase with the corresponding time;

- It's sunny and hot. We are in ...
- It's warm and the butterflies flies. We are in ...
- It's cool, leaves are red and brown. We are in ...
- It's cold and there is snow. We are in ...

Students must draw the tree as a function of weather and complete the sentences with the season in which each one is located. Finally, they will meet in the thinking corner to comment on the activity, how they felt doing it and whether they liked it.

• Session 3: Dressing time.

After introducing the seasons of the year and the weather of each one of them, the students will carry out the last activity of clothes. The session will begin with a series of questions: "What do you wear in summer; a dress or a jumper?" "And in winter; a hat or sunglasses?". After discussing the topic of clothing in the classroom, the teacher will distribute the worksheet, it will consist of two per student and it will be done individually. One of the worksheets will be the drawing of a wardrobe with various clothing items (Shorts, flip-flops, swimsuit, dress, jumper, jeans, gumboots, coat, hat, scarf, t-shirt, trainers) which they must cut out as a function of weather. For this, the second worksheet will consist of two dolls, a boy and a girl, both without clothes. Below each one there will be a paragraph that they should read and understand to complete the activity:

- Today it's cloudy and cold and there is a lot of snow, because we are in winter.

- Today it's sunny and hot and there is a lot of light, because we are in summer.

Therefore, they should read and then cut out the clothes they need for the weather. Once the worksheet has been made, they should keep it in its drawer to paste it in "our knowledge book".

• Session 4: Cut, paste and rotate.

This session will be dedicated to crafts. The class will not start at the beginning of the day therefore they will not be very concentrated, but for this activity they only need to enjoy. The teacher will put music in the classroom to work dynamically, while distributing the necessary material; scissors, glue and two cards. The cards will be formed by two circles, one smaller than the other. In the large circle will appear the drawings of the seasons that they must color:

- A snowman.

- The beach with the sun.

- Flowers with bees.

- Tree with few leaves.

On the other hand, the names of the seasons (winter, summer, spring and autumn) will be written in the small circle. Once the circles have been colored with the drawings, they must cut them out and with the help of the teacher and the assistant teacher they will form a wheel; the small circle on top of the big one joined by the center with a bookbinder. In this way, the small circle can be rotated to fit the station name with its drawing.

• Session 5: Word search.

This session will be carried out by the help of the teacher assistant, since it will consist of learning new vocabulary and requires good pronunciation and pauses. The activity will consist of making a word search with the vocabulary, to complete it they should look at the representations (images). The vocabulary will be presented at the beginning of the session, the teacher assistant will say the words aloud, showing flashcards with their drawings while writing them on the white board as the students at the same time write and erase them from their mini white boards. The vocabulary will consist of 6 new words (storm, thunder, fog, tsunami, wind, tornado) and 4 already familiar words (cloud, hot, rain, snow). Under the word search will be the representations (images of the flashcards) without name. To finish the teacher will ask them to keep it in their drawer and then paste it in "our knowledge book".

• Session 6: Look, say and do it!

For the development of this session, the help of families will be needed. The session will be developed with the help of the teacher assistant and will begin with the revision of the new vocabulary using the flashcards from the other session. After reviewing it, the teacher will explain the homework to do; the teacher will give to each student an A3 cardboard, once it has been decorated, they must include a photo taken in each season of the year, for example a photo on the beach, in the field, in the snow and in the park, where they can be distinguished the four seasons. After explaining the homework, they will play an adaptation of the Simon Says game. The assistant teacher will say actions that they must represent and repeat with the vocabulary already learned, for example: turn around like a tornado (the assistant teacher will perform the action to serve as a model), shake the snow, move like a tsunami, raise your arms like the sun. Finally, they will meet in the thinking corner to comment on the activity, how they felt doing it.

• Session 7: The protagonists.

During this session the work carried out by the students will be presented, which with the help of the families had to complete an A3 card with photos of the stations. The teacher was in charge of communicating it to the families through the agendas and the platform. The teacher will sit down with the assistant teacher so that they do not participate in the classroom, only to control behavior, silence and respect for classmates. The teacher will write the results of the oral presentations (They must explain orally the cardboard in A3 with the photographs of the different seasons of the year) based on a rubric in her diary, while the assistant teacher will give them a little feedback at the end of the presentation; - Great, you did it.

- All right.

To finish, the students will fill in a self-evaluation rubric where they will have to score from 1 to 3 three points:

- I've been nervous.

- I forgot things.

- I think I can improve.

• Session 8: Writing.

After making the oral presentation, the teacher will ask them how they felt, having the freedom to participate if they want. To start the session as it will be intense, they will spend 5/10 minutes of it to play on the computer. The teacher will project the game on the IWB, and the students aloud will say the answer after viewing the video (https://learnenglishkids.britishcouncil.org/short-stories/the-lazy-bear). Then the teacher

will distribute an individual worksheet (<u>Annex 13.33</u>.) which will consist of answering certain questions:

- What is your favorite season?
- What is the weather like in your favorite season?
- What do you do in your favorite season?
- Draw something about your favorite season.

Once done, they should keep it in their drawer and then paste it in "our knowledge book".

• Session 9: We go to the school library.

Once the listening and speaking skills are completed, we will focus on the reading. This session will take place in the school library, considering that students love to leave the classroom. Since the library is organized by sections, the manager has been asked to make a specific one with the necessary English books (seasons and weather). The students will carry out the activity in teams as they are seated, with the aim of finding in those books the greatest number of vocabulary, which has been worked on in the previous sessions. The last 20 minutes of the class will be dedicated to count the number of words. The winning group will share their vocabulary orally with the rest, in this way no one will miss vocabulary.

• Session 10: My leaf book.

To finish with the reading, the teacher assistant will help the English teacher to carry out this session. The children will sit in the thinking corner around her, which will read the book "My leaf book" (<u>https://www.amazon.es/My-Leaf-Book-Monica-Wellington/dp/0803741413</u>) while showing it to students to facilitate understanding. After completing the reading, they will return to their seats where they will draw the part that they liked the most from the book along with a happy or sad face depending on what they have felt.

• Session 11: Tree leaves.

The lesson will begin with a conversation in the thinking corner, where the students will tell the teacher what they liked most and least about the book, and they will also highlight the vocabulary of the book (in English) that they remember. As one of the words that will be most remembered is "leaf" (because it is the title of the book) the teacher will explain the activity that they are going to do during the class. This will consist of going down to

the schoolyard to collect the leaves from the floor and take them to class to stick and create drawings with them, considering that they can be cut or colored. Once the activity ends, we will meet in the thinking corner where the activity will be discussed; if they liked it and how they felt.

• Session 12: Who is who?

After completing the morning routine, the students will play in pairs an activity prepared by the teacher. Three cards will be dealt to each player, for a total of six per pair. The cards will be made up of weather (sunny, rainy, snowy, cloudy, stormy). They will have to ask each other questions until they guess the opponent's three cards. The teacher will write examples of questions on the board, to which the students can include their own:

- This weather belongs to summer / winter / autumn or spring?

- Is the weather that we are in?

- Do you wear a dress / coat / hat...with this weather?

-Do you need sunglasses / umbrella / sun cream for this weather?

- It is cloudy / rainy / windy ...?

They have to answer with yes or no.

• Session 13: Months and seasons.

In this session students will work individually. The teacher will distribute an A3 size worksheet, where the 12 months of the year will appear with the names written in English. Besides, she will distribute a worksheet with the names of the seasons (multiplied by 3) and the symbols of those seasons (sun, flower, leaf, snow). The objective is to cut the season and the corresponding symbol and paste it in the pertinent month. For example; January- winter and the snow symbol / August- summer and the sun symbol. Once finished, they will save it for later paste it into "our knowledge book".

• Session 14: Review I.

This session will be dedicated to reviewing the content, it will be worked in pairs and will not be graded. It will consist of completing a puzzle with the vocabulary seen during the didactic unit. The vocabulary will be;

- Seasons vocabulary: Spring, summer, autumn and winter.

^{- &}lt;u>Weather vocabulary</u>: Sun, cloud, rain, storm, thunder, fog, wind, snow, tornado, tsunami, hot, cold.

- <u>Clothes</u>: Shorts, flip-flops, swimsuit, dress, jumper, gumboots, coat, hat, scarf, t-shirt, trainers.

The puzzle will consist of uniting the word with the drawing.

• Session 15: Review II.

It will be the last review session and will be graded by the teacher in her journal. It will consist of two worksheets; the first one made up of the words of the weather that they should know, that is, the written vocabulary and below a square. This will be completed with the second worksheet, which will be made up of the vocabulary images, which must be cut out and pasted in the corresponding place. For example, if it is written hot, they should paste the thermometer image with high temperature; snow image of a snowflake. Once done, the teacher will pick it up to proceed to evaluate.

• Session 16: Collection card.

The class doesn't start at the beginning of the day (starts after playground), therefore, to relax them, the teacher will distribute the collection card that they must add to "our knowledge book", which will consist of answering two questions:

- My favorite activity was ...

- The seasons are ... and the weather of each one:

- 1.
- 2.
- 2

3.

4.

After the collection card is completed, the teacher will put a video on the IWB just to enjoy the free time and finish the unit. (<u>https://youtu.be/aQTq2Czfu90?t=8</u>).

$\circ~$ Curricular materials and other didactic resources.

 <u>Didactic resources</u>: worksheets, videos (<u>https://youtu.be/eXFe4tUCd40</u>) (<u>https://youtu.be/aQTq2Czfu90?t=8</u>), game (<u>https://learnenglishkids.britishcouncil.org/short-stories/the-lazy-bear</u>), selfassessment rubric, vocabulary puzzle, collection card, season's cardboard, book (<u>https://www.amazon.es/My-Leaf-Book-Monica-Wellington/dp/0803741413</u>) (Monica Wellington, 2015), "Who is who" cards.

- <u>Material resources</u>: IWB, the computer and speakers, color, scissors, glue, mini whiteboards, cardboard, paper, leaves, bookbinder, A3 cardboard, weather flashcards.
- <u>Physical resources</u>: the classroom (tables, thinking corner, computer corner) and the school library.
- <u>Human resources</u>: students, teacher, families and teacher assistant.

• Diversity attention measures.

Regarding attention to diversity, certain measures will be taken for the student with ADHD: he will help the teacher in the distribution of materials and will also be in charge of turning the computer on and off at the beginning and at the end of the lesson. In his agenda, to encourage motivation, each day after class, a traffic light will be colored, where depending on his behavior the color will be green-very good, yellow-regular or red-can improve. Finally, there will be activities that help to control himself and calm down, such as movements and activities outside the classroom (school library and schoolyard). He will be allowed to go to the bathroom before, during, and at the end of class if he need to.

• Other elements that can be explicit:

• Complementary and extracurricular activities:

No activities will be conducted outside of school during this didactic unit; however, students will visit the school library and the schoolyard.

• <u>Reading development:</u>

Reading is one of the most important points in primary education, that is why during certain sessions of the didactic unit one works. In session 3 they should read a short paragraph to carry out the activity correctly, in session 9, they will go into the school library to search among the books for vocabulary, finally in session 10, the teacher assistant will read them a book with good pronunciation and intonation.

• ICT development:

The internet is our day-to-day and will be essential for the development of certain activities. Above all, to make the students relax with music, watch introductory videos to the syllabus and to play. This wouldn't be possible without the classroom computer, speakers, and IWB.

• <u>Key competences:</u>

- *C.C 1*: Linguistic communication is worked on in all sessions, through productive and receptive skills (listening, speaking, writing and reading). Every morning the sessions begin with a conversation to review what was seen the day before. In addition to the videos, they will listen to the teacher assistant (reading and saying loud the vocabulary). For the speaking, they will play a game called "Who is Who", students also will present their activities to other classmates and as well, they will present their project, improving speech. Finally, reading and writing, as previously mentioned, will take place in the different activities of the sessions; reading books, working on worksheets and also filling their favorite season worksheet.
- *C.C 2*: Mathematical competence will not be studied in this unit, however, science competence will, since English is cross-curricular with the social science, the seasons and weather being one of the main subjects of this.
- *C.C 3:* Digital competition is one of the most important, since most activities will be carried out through it, with the use of videos and games provided by both the IWB, the computer and the speakers.
- *C.C 4*: The competence of learning to learn will be developed with individual and group activities, improving children's autonomy and cooperative work, everything based on respect.
- *C.C 5:* Social and civic competence is developed in those activities of the sessions that work cooperatively, respecting both the rules of behavior and the rest of the classmates.
- *C.C 6:* The sense of initiative and entrepreneurial spirit is developed in those activities of the sessions that have to work individually, for example in their presentations. In this way they reinforce their autonomy and self-control, for example in listening to the readings.
- *C.C* 7: The competition of consciousness and cultural expressions is developed based on the knowledge of the seasons and weather, being aware of their environment.

UNIT 3: FOOD

• **Subject:** First Foreign Language, English.

• **Year:** First grade of Primary Education

• **Temporalization:** 18/11/2020-20/12/2020

• Number of sessions: 15

• **Rationale of the selected topic:** This didactic unit will be dedicated to food, as diet is very important, not only in children, but also in adults, so they must know and remember foods and distinguish between those that are healthy and those that are not. English will be taught following a cross-curricular approach, in combination with Mathematics, since the students will work with money (coins and bills up to 20), quantities and geometry (circle, square, triangle). During the sessions, students will work creating recipes, sorting food, working as sellers and buyers, making their own shopping list, and most importantly, living the experience (picnic in the park). All this will be collected in "Our knowledge book".

$\circ~$ Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1).
- Entender la información esencial en conversaciones breves y sencillas en las que participa (C.C 1, 5).
- Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos) (C.C 1, 5).
- *Respetar las normas que rigen la interacción oral (C.C 1, 5).*
- Relacionar correctamente palabras escritas con la imagen correspondiente (C.C 1, 4).
- Escribir tarjetas a partir de un modelo (C. C 1, 4).

• Contents:

Conceptual	Procedural	Behavioral			
 Utilización de canciones (Bloque 2). Vocabulario básico (copia y escritura); food (Bloque 2). Introducción a los cuentos y otros textos narrativos (Bloque 3). Mayúscula y punto (Bloque 4). 	 Comprensión de palabras clave y mensajes sencillos (Bloque 1). Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación y ritmo correctos (Bloque 2). Lectura de palabras y frases sencillas (Bloque 3). Copia y escritura de vocabulario básico (Bloque 4). Affirmative and negative sentences (Bloque 5). Interrogación: 	aprendizajes. - Cooperación y compañerismo con el resto de los alumnos. - Respeto hacia el resto de las opiniones. - Escucha y participación activa.			

Wh-questions (Bloque	
5).	
 Expresión del espacio 	
y relaciones lógicas:	
for/ and (Bloque 5).	
 Expresión del tiempo: 	
Present simple (Bloque	
5).	
- Expresión de	
existencia: There	
is/There are (Bloque	
5).	
- Expresión de	
cantidad: cardinal	
numbers (Bloque 5).	
 Canciones y diálogos 	
(Bloque 6).	

• Target lexis:

- <u>Food vocabulary:</u> Fruits and vegetables. Strawberry, apple, banana, cherries, orange, pineapple, watermelon, kiwi, broccoli, pepper, corn, pumpkin, carrot, lettuce, onion, milk, water, cheese, eggs, tomato, fish, meat, pizza, ice cream, cake, donuts, coke, sweets.
- What fruit is it?- questions:
- It is big?
- It is small?
- It is red/orange/yellow/green...?
- Do you eat it in winter?
- Do you eat it in summer?
- It is sweet?
- Its acid?
- It is a banana/ and orange/ a lemon?
- <u>To talk about food:</u> healthy/not healthy, I like/don't like.

- <u>Grammar:</u> cardinal numbers, there is/there are, adjectives (small, medium, large).
- <u>Maths contents</u>: coins and bills, geometric shapes (circle, triangle, square).
- Expressions:
- Buyers and sellers:
- Good morning.
- How much it is?
- What do you want to buy?
- Excuse me, I want...
- Thank you, see you soon.
- Menu expressions:
- I have ----- for breakfast... I have ----- for lunch... I have---- for dinner...
- Collection card:
- My favorite activity was...
- One healthy food is...
- One not healthy food is...

• Learning outcomes

Students will be able to...

- Classify fruits and vegetables.
- Identify and match lexis related to food.
- Ask and answer questions about food.
- Read and understand the book that has been proposed.
- Differentiate healthy and not healthy food.
- Estimate the amount of food.
- Calculate the money and do the payment.
- Create their own pizza recipe.
- Recognize the geometric shapes.
- Identify the spelling mistakes.

$\circ\,$ Evaluation criteria:

- Identificar y aplicar los conocimientos adquiridos a una comprensión adecuada del texto.
- Reconocer un repertorio limitado de vocabulario y expresiones en textos orales breves y sencillos.
- Distinguir el léxico oral relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias necesidades e intereses.
- Interactuar de manera muy básica utilizando técnicas simples, lingüísticas o no verbales.
- Conocer y aplicar las estrategias básicas para producir textos escritos breves y sencillos.
- Trabajar cooperativamente respetando tanto al resto de alumnos como a sus opiniones.
- Participar de manera activa y responsable.

• **Methodology:** Below is the development of the 15 sessions that make up this didactic unit, explained in detail, along with the annexes of the activities being worked on. The morning routine will not be included in the development, however, it will be carried out during all the sessions, covering one minute of the class.

Unit	THE	Lesson	1	Group	1 st Grade	Day	24/10/2020
	PICNIC						
Topic /	Milkshak	e please!		Class	First Fore	ign Laı	nguage, English.
Session Title							
			Focus	areas			
Skills	□ <u>Listen</u>	ing 🗆	Speaking	🗆 Re	ading 🗆 🏾	Writing	
Systems	□ Gramm	nar 🗆 Pi	honology	□ Lex	<u>is</u> □ I	Functio	n 🔲 Discourse
Contents	- F1	ruits and v	vegetables	s.			
Target lexis	ba	anana, che	erries, ora	nge, pine	- - ·	rmelon	erry, apple, a, kiwi, broccoli,
Learning outcomes	- U	 pepper, corn, pumpkin, carrot, lettuce, onion) Students will be able to: Understand from the video the difference between fruit and vegetables. 					

		- (Classify fruits and vegetables in thei	r correspo	onding place.	
		- S	tudents will watch and understand	the conten	t of the video.	
Evaluation - Si			tudents will stick the fruits and vege	etables in t	heir corresponding	
criteria		p	laces (mixer).			
D · ·			t is/ It isn't, I think			
Kilowicuge	,	- (Computer, IWB and speakers.			
		- N	Ailkshakes worksheet.	a	The classroom:	
Materials		- S	cissors and glue.	Spaces	tables and chairs.	
Procedure	~					
Timing	s Stag	ze	Activities (T / S role)		Grouping	
10		m-up	The class begins with a revie	ew of the		
minutes			previous unit, while introducing	g the nev	v	
			topic of this unit. The teacher (7	k		
			them:			
			- What did we see the previ-	ous class	?	
			(students (Ss) will answer; season			
			- Do you eat watermelon in winte	n		
			summer? And ice creams?			
			Next, she will explain that the new	y		
			are going to work on is food. To	make the	e	
			content more exciting, they will g	go down to	o	
			the school garden to visit it, where	e the T wil	1	
			explain the foods that are plar	ted: fruit	s	
			(strawberries) and vegetables (tor	natoes and	b	
	lettuces). Ss will be able to observe them and					
			also water them.			
5 minutes	Intro	oduction	Then T will ask them:	Whole class		
			- Do you differentiate fruits and v	vegetables	?	
			- Could you tell me an example of	f each one	?	

			· · · · · · · · · · · · · · · · · · ·
		After answering the two questions asked, the	
		T will play an introductory video for the next	
		activity (<u>https://youtu.be/utwgf_G91Eo</u>).	
20	Development	Once the video is watched, the teacher will	Individual
minutes		give them a worksheet (Annex 13.10.),	
		where they will find two mixers (one with	
		the name of "vegetables" and the other with	
		the name of "fruits") and under these, foods	
		(fruits and vegetables) to be colored, cut and	
		paste in the corresponding mixer.	
10	Conclusion	When the students have finished the	In
minutes		worksheet, they will compare it with their	pairs/individual
		next seat peer, in this way they can self-	
		evaluate. Finally, the teacher will review	
		them by drawing a star in the corner,	
		indicating that it is checked, and they will	
		keep it in their chest of drawers and then	
		paste it in "Our knowledge book" (it is a	
		book of the learning they have acquired	
		during the didactic units and will be carried	
		out at the end of the course)(<u>Annex 13.7.).</u>	

Unit	THE	Lesson	2	Group	1 st Grade	Day	25/10/2020
	PICNIC			-			
Topic /	Fill the fr	idge		Class	First Forei	gn Lan	guage,
Session Title					English.		
			Focus ar	eas			
Skills	□ <u>Listen</u>	ing 🗆	Speaking	□ <u>Reac</u>	ling 🗆 Wi	riting	
Systems	Gramn	nar 🗆 Pl	honology	□ Lexis	🗆 Fun	iction	Discourse
Contents	- Fe	ood vocab	oulary.				
Target lexis	- Food vocabulary: milk, water, cheese, eggs, tomato, fish, meat, pizza, ice cream, cake, donuts, coke.					to, fish, meat,	
Learning outcomes	 Students will be able to: Listen and understand the food vocabulary from the flashcards. Identify and match the vocabulary with it's picture. 						

Evaluation criteria Previous knowledge Materials	their corresponding picture. Previous Knowledge - Fruits and vegetables. - This is a/an - Food flashcards vocabulary. - Fridge worksheet. - Scissors and glue.						
Procedures	9				chairs.		
Timing	Stag	7 e	Activities (T / S role)		Grouping		
10		rm-up	The session will begin with a revi	iew of the			
minutes			previous one. The T will divide the w	white board	l		
			in two; fruits and vegetables. She wi	ll tell them	1		
			four vegetables (broccoli, carrot, so				
			pepper) and four fruits (banana, ora				
			and apple). The Ss will have to classify them in				
			the corresponding section, this way they will				
			not only review if it's fruit or vegetable, but				
			also how it's written. Next, the T will explain				
			that during this session they will learn new				
			vocabulary with the help of th	ne teacher			
			assistant.				
10	Intro	oduction	With the help of the teacher assistant	the Ss will	Whole class		
minutes			learn new vocabulary. It will be c	lone using	5		
			flashcards, which will be shown wh	ile reading	5		
			the name of the food. She will repe	,			
			the second time will be when the S	t			
			aloud together with her.				
20 minutes	Dev	elopment	The T will explain the worksheet,	in its they	/ Individual		
minutes			will find a fridge with the names of	f the foods			
			(new vocabulary) that are missing a	nd thereby	7		

		they must stick in their corresponding place (the drawings are below the picture of the fridge). (<u>Annex 13.11.</u>). Before beginning the worksheet, the T will reread the flashcards aloud to facilitate the development of the worksheet.	
5 minutes	Conclusion	Once the activity is finished, the teacher will review it, drawing a star in the corner indicating that it is checked. They should keep it in its drawer, and then paste it in "Our knowledge book".	Individual

Unit	THE PICNIC	Lesson	3	Group	1 st Grade	Day	28/10/2020
Topic /	What fru	it is it?		Class	First Forei	gn Lan	guage,
Session Title					English.		
	I		Focus ar	eas			
Skills	□ <u>Listen</u>	ing 🗆	<u>Speaking</u>	□ Read	ding 🗆 Wı	riting	
Systems	□ <u>Gram</u>	mar 🗆 🗄	Phonology	Lexis	<u>s</u> □ Fu	inction	Discourse
Contents	- Pi - A	djectives	ple questio sweet/acid	- big/smal			
Target lexis	on - <u>W</u> - It - It - It - D - D - It - It	range, pin <u>/hat fruit</u> is big? is small? is red/ora to you eat to you eat is sweet? is acid?	eapple, wat is it? - ques inge/yellow it in winter it in summe	ermelon, 1 <u>tions:</u> /green? ? er?		banan	a, cherries,
Learning outcomes	Students - L - A	will be at isten to ar sk and an		nd the frui er's questi	t song.		

		- 5	tudents will recognize the fruits from	the song			
criteria - St			tudents will ask the fruit's questions to their peer.				
			tudents will correctly respond to the q	uestions as	sked about food.		
		- S	tudents will guess the fruit of their pe	er.			
		- F	ruits.				
Previous		- It	is a/an / It isn't a/an				
knowledge	;	- I	Think is a/an				
					The		
		- C	omputer, IWB and speakers.		classroom:		
Materials		- 0	uestion's cards.	Spaces	tables, chairs		
			-		and computer.		
Procedure	c				r a r r		
Timing	S Stag	2e	Activities (T / S role)		Grouping		
10	War	m-up	The activity will start like the 1	rest of th			
minutes	and	oduction	sessions, remembering what they	e			
	muit	Judetion	previous day, the T will ask them:				
			- Yesterday we had to fill the	h			
			food. Who remembers the fr	s			
			there?				
			After remembering it (the banana) the T will				
			ask them to get up to dance and listen to the				
			fruit song (<u>https://youtu.be/mfReSbQ7jzE</u>).				
			Once the video is viewed and danced, the				
			teacher will ask them:				
			-Do you bring fruit at playground? V	Which one	?		
			They must answer and show the fruit, in this				
			way they will review the names for the next				
	activity.						
25	-	aking	ing After viewing the video, the T will explain the				
minutes	prac	tice	activity to be carried out in pairs: e	ach partne	r		
			will have three fruits cards, which	they can	ſt		
			show to his/her peer (it is a matter of	f guessing)),		
			they should ask and answer (with	yes or no			
			questions to guess their fruits (Annex				
					-		

10 minutes	Conclusion	 <u>13.12.</u>). The questions will be written on the whiteboard and explained by the teacher during the first 5 minutes of the activity, in case they don't understand any questions or words. Is big? Is small? Is red/orange/yellow/green? Do you eat it in winter? Do you eat it in summer? Is sweet? Is a banana/ and orange/ a lemon? To end with the speaking, they will meet in the thinking corner to discuss the activity. The T will ask them: Did you like the activity? Have you guessed all the fruits? A Ss will voluntarily explain how many he guessed and what fruits they were. 	Individual
---------------	------------	--	------------

Unit	THE	Lesson	4	Group	1 st Grade	Day	29/10/2020
	PICNIC						
Topic /	The glutt	on monste	er.	Class	First Forei	gn Lan	guage,
Session Title					English.		
			Focus a	eas			
Skills	🗆 Listeni	ng_ 🗆 S	Speaking	□ <u>Read</u>	ing 🗆 <u>Wı</u>	riting	
Systems	□ Gramn	nar 🗆 Pl	honology	□ Lexis	□ Fur	nction	Discourse
Contents	- Fe	ood vocab	oulary.				
Target lexis	- Food vocabulary: cheese, apple, tomato, fish, carrot, pizza, cake, pepper, orange, ice cream.						
Learning outcomes	 Students will be able to: Read and understand the vocabulary of the book that has been proposed. Identify in the worksheet the vocabulary worked. Write the name of the vocabulary. 						
Evaluation criteria					he food boo bulary worl		

Previous knowledge Materials		- Si - Fi - Fi - Ti - B - G	tudents will stick the food vocabular prresponding place. tudents will correctly write the name ruits and vegetables. tridge vocabulary his is a/an ook (Food! By cookie monster). lutton monster worksheet. encil.	•	
Procedures	S				
Timing	Stag	ge	Activities (T / S role)		Grouping
5 minutes 20 minutes		m-up -reading) ding	The session will begin with conversation, the T will ask: - What did we see yesterday? After commenting on the activities carried out on fruits, he will exp students that today they are going to monster that likes to eat a lot. The next few minutes will be de individual reading of the selected bo 13.5.).Students can enjoy reading or cushions in the thinking corner or in where they feel most comfortable. The with the teacher assistant will classroom to ask questions or voca they don't understand.	s that were lain to the o work on a edicated to ok (<u>Anne</u>) n one of the their seats The teache be in the	e e a o Individual c e e , r e
20 minutes	Dev (Pos read		At the end of the reading the T will - Was reading easy for you? - Did you know the monster fro Street? After talking for 5 minutes, she will activity. Each Ss will have a works pencil. In the worksheet the monster	m Sesame explain the sheet and a	e

in the mouth will appear, from where they will	
have to take the food he has eaten (squares with	
pictures and velcro) and paste them in one of	
the spaces next to the monster. Under the	
squares to stick the food, they must write the	
name of the food that they have taken out	
(Annex 13.13.). Finally, they will keep it in its	
drawer and then add it to "Our knowledge	
book".	

Unit	THE PICNIC	Lesson	5	Group	1 st Grade	Day	30/10/2020
Topic / Session Title	What is h	ealthy?	I	Class	First Forei English.	gn Lar	nguage,
	1		Focus ar	reas	0		
Skills	□ <u>Listen</u>	□ <u>Listening</u> □ Speaking □ Reading □ Writing					
Systems	Gramn	nar 🗆 Pl	honology	<u>□ Lexis</u>	🗆 Fun	oction	Discourse
Contents	- A	Food vocabulary.Adjectives: healthy/ not healthy.					
Target lexis	- N	Healthy food: cheese, tomato, lettuce, carrot, watermelon.Not healthy food: cake, donut, pizza, sweets, coke.					
Learning outcomes	 Students will be able to: Play a food game online. Differentiate healthy and unhealthy food. Create a healthy dish. 						
Evaluation criteria	- St	udents w	ill classify t	he food ir	cabulary from thealthy and theal from the	d not h	
Previous knowledge			oulary (milk it isn′t		dge and mo	nster w	vorksheet).
Materials	 Computer, IWB and speakers. Healthy and not healthy roulette worksheet. Scissors, glue and clothespin. 					classroom: tables, chairs	
Procedures							
Timing Stag	ge	Activitie	es (T / S rol	le)			Grouping

10	Warm-up	The session will begin with a review of the	Whole class
minutes		previous day, the T will ask them:	
		-Who remembers yesterday's monster?	
		- How many foods do you remember?	
		After talking for five minutes, they will play a	
		game on the computer classifying the unhealthy	
		food. For that, using the random roulette, each time a student will come out to match the	
		drawing with his name.	
25	Classify the	(<u>https://learnenglishkids.britishcouncil.org/es/node/18075</u>) It's time to work! To review healthy and	Individual
minutes	food	unhealthy foods, they will take a few minutes	
		of class to classify them before carrying out the	
		activity. The T will stick two baskets on the	
		whiteboard (healthy and unhealthy) and six	
		food flashcards, which they must classify in	
		these baskets (<u>Annex 13.41.</u>). They will do it	
		orally, in this way the T will ask them:	
		- Is banana a healthy food?	
		- Is pizza a healthy food?	
		And the student's response should be:	
		- The banana is healthy.	
		- Pizza is not healthy.	
		Then T will explain the worksheet that they are	
		going to do individually. This will show a circle	
		divided into two (healthy and not healthy)	
		which should cut out, plus ten foods (5 healthy	
		and 5 unhealthy). Once the circle and the food	
		have been cut, the teacher will distribute 10	
		clothespins to them, where they will paste the	
		food. Once finished, they will put the five	

10	Conclusion	healthy foods (clothespin) in the part of the circle that corresponds, and the other five in the other. In this way the food will be classified. (Annex 13.14.). To finish, the teacher will give them a card that	Individual
minutes	(Writing)	they must fill with a healthy meal, created by them. The card will consist of two lines (since the production of written text is simple in first grade) and will begin; My healthy meal is The T will write her example on the whiteboard to serve as a model; My healthy meal is water + broccoli + apple. (Annex 13.15.). Once done, they will keep it next to the roulette in its drawer and then add it to "Our knowledge book".	Individual

Unit	THE PICNIC	Lesson	6	Group	1 st Grade	Day	04/11/2020
Topic /	Game da	y!		Class	First Forei	gn Lan	iguage,
Session Title					English.		
	1		Focus an	eas			
Skills	🗆 Listeni	ng_ 🗆 🖁	Speaking	□ <u>Read</u>	ling 🗆 Wi	riting	
Systems	Gramm	nar 🗆 P	honology	□ Lexis	🗆 Fun	oction	Discourse
Contents	- Fe	ood vocat	oulary.				
Target lexis	pi ca	neapple, arrot, lettu	watermelo	n, kiwi, b milk, wa	roccoli, pep ater, cheese	per, c	erries, orange, orn, pumpkin, tomato, fish,
Learning outcomes	 Students will be able to: Match the name of the food with its picture. Identify the corresponding picture and vocabulary. 						
Evaluation criteria	 Students will play domino by joining the picture with its name. Students will memorize the pictures and vocabulary to match them. Students will recognize the name of the picture and associate them. 				lary to match		

Previous knowledge	<u>.</u>		Food vocabulary from the worksheets worked. think this is			
Materials			ood domino. ood memory.	Spaces	The classroom: tables and chairs.	
Procedure	S	<u> </u>		I		
Timing	Stag		Activities (T / S role)		Grouping	
17		m-up	Session will begin by reviewing the	ne previou	s Whole class	
minutes	and	oduction	one. For this the T will play a video	on health	y	
	mut	Junction	and unhealthy food, the video is s	imilar to	a	
			quiz, since it asks questions and lea	ves time to	D	
			answer them in the classroom. The S	Ss must sag	y	
			out loud whether the food preser	e		
			video is healthy o	or no	t	
			(https://youtu.be/GnfTHsdTodA).	After the	e	
			video the T will ask them to make a	food out o	f	
			playdough that can be healthy like	e a fruit o	r	
			unhealthy like a cake or donut. They	y should de	D	
			it quickly, since they will have	four time	t	
			minutes to do it and two minutes to	o say alou	ł	
			the name of the food they have mad	e.		
			she will prepare them for the net	xt activity	:	
			games! The T will ask them to resp	ect the turn	n	
			of the classmates and above all, sile	nce.		
10		ding	For the first part of the game day the	ey will play		
minutes	gam I	le	a memory game. (<u>Annex 13.17.</u>).	The game	e 4	
			will consist of plates with the name	of the food	t	
			and drawings with the correspondi	ng picture	÷.	
			All the pieces will be circular (o	therwise i	t	
			would be very easy since the dishes	are circula	r	
			but the fruit or any food is not). Eac	ch group o	f	
			four members will have a game, con	sisting of a	8	

	l		
		plates and 8 pictures, which they must match.	
		The standards are:	
		- Can't be misplaced (it is about memorizing).	
		- Respect the partner's turn.	
		- It is not about winning, but about learning and	
		remembering.	
		To find the pair, they must turn the pieces over,	
		returning them to where they were (face down)	
		so that the next partner can play.	
10	Reading	The second game will consist of a domino.	In groups of
minutes	game II	(Annex 13.16.). It will consist of 10 pieces; on	4
	п	one side of them the name of a food and on the	
		other the picture. Ss must match the name with	
		the corresponding picture. To play correctly	
		they must pay attention to the following rules:	
		- Respect the partner's turn.	
		- Each member of the group will move one	
		piece per turn.	
		- Take care of the material.	
10	Conversation	To finish, they will meet in the thinking corner	Whole
minutes	and writing	for five minutes, where the T will ask them:	class- individual
		-What is the game that you liked the most?	marviduur
		-How did you feel?	
		The Ss will answer voluntarily raising their	
		hands until the teacher gives them the turn to	
		speak. To finish, they will spend five minutes	
		filling out a card prepared by the T (Annex	
		13.42.), where they must answer two simple	
		questions with little-much-very much:	
		- I have respected my peer's turn.	
		-I have related the vocabulary with its picture.	
		The questions will be read by the T before	
		answering them to solve the vocabulary doubts	
		- *	

they have, in addition, She will write the	
answers on the white board:	
- Little.	
- A lot of.	

Unit	THE PICNIC	Lesson	7	Group	1 st Grade	Day	05/11/2020
Topic / Session Title	How mar	iy can you	a count?	Class	First Forei English.	gn Lai	nguage,
			Focus ar	reas			
Skills	□ Listeni	ng_ 🗆 🖁	Speaking_	□ Read	ling 🛛 <u>W</u> ı	iting	
Systems	□ Gramn	nar 🗆 Pl	honology	□ Lexis	🗆 Fur	nction	Discourse
Contents	- T - C	 Food vocabulary. There is/There are. Cardinal numbers. Adjectives: small/medium/large. 					
Target lexis	- Fo - T - C						
Learning outcomes	 Students will be able to: Estimate the amount of food. Discuss the quantity of food. Write the number they think it is hidden. 						
Evaluation criteria	 Students will try to guess the quantity of food that is hide. Students will use the sense of touch to identify the amount of food. Students will point out in a paper the number of pieces that is hide. Students will say aloud the food there are inside the box. 						
Previous knowledge	Food vocabulary from worksheets.I think there is there are						
Materials	- Box with a hole. - Paper and pencil. - Paper and pencil. - Paper and pencil. - Data and pencil. - D					classroom: tables and	
Procedures					•		1
Timing Stag	ge	Activitie	es (T / S ro	le)			Grouping

5 minutes	Warm-up conversation	The session will begin with a short conversation. The T will ask them to guess the fruit she is thinking about, for this they have to ask the questions that the T will write on the white board: It is big? It is orange / green? It is sweet or acid? After talking for 5 minutes, the T will explain	Whole class
		that the activity of the day will be to guess, but not what type of fruit or food it is, but how	
		many pieces they think there are.	
20 minutes	Grammar focus; There is/there are	The T will explain to them that to carry out the activity they will have to make use of the sense of touch. She will give each one a piece of paper (Annex 13.19.) with a pencil and a cardboard box. The most important thing to carry out the activity is not to look inside the box since it will have a small hole in which they can only put their hand. Inside there will be two medium pieces (oranges), eight small (strawberries) and one large (banana), which they must guess (the quantity, not the type of food). Ss must do the activity in silence, that is, they can't say the number they think there is for each piece, they should write it down on the paper next to it, which will be divided into three (by sizes): - I think there is there are	Individual
10 minutes	Feedback (previous activity)	Once they have completed the three parts of the sheet, the T will ask them to say aloud the number they think there is of each piece (small, medium and large). The T will write it on the	Whole class

		board to confirm it, since once the number has been written down, they will be able to take the pieces out of the box to verify it.	
10 minutes	Student's feedback. Conclusion	 Finally, they will meet in the thinking corner to talk about the activity. The T will ask them: Has the activity been difficult for you? Was it easier to guess than in the activity of the other day? How did you feel? The students will be able to answer voluntarily whenever the teacher gives them the turn to speak. 	Whole class- individual

Unit	THE PICNIC	Lesson	8	Group	1 st Grade	Day	06/11/2020
Topic /	The scho	ol kitchen	l	Class	First Forei	gn Lar	iguage,
Session Title					English.		
			Focus ar	eas			
Skills	□ <u>Listen</u>	ing 🛛	<u>Speaking</u>	□ Rea	ding 🗖 Wi	riting	
Systems	Gramm	nar 🗆 P	honology	□ Lexis	🗆 Fun	oction	Discourse
Contents	- Fe	ood vocat	oulary.				
Target lexis		ood vocat	2				
Learning outcomes	- Id - A - B	sk any qu ehave pro	e food learn lestions or c	euriosity.			
Evaluation criteria	- Si - Si - Si	 Students will discover the kitchen tools. Students will question anything they don't understand or know. 					
Previous knowledge		Food vocabulary from worksheets.I think this it is it isn't					

Materials		- Pa	chool kitchen. aper and colors. ticky tape.	Spaces	The classroo tables chairs. the kitchen	and And school
Procedure	r					•
Timing10minutes	Stag Test wari		Activities (T / S role) The session will begin by testing for the T will bring banana slices in a and carrot slices in another. To ca	tupperware	e	e class
			activity, the T will ask them to cove with one hand and take a slice with	r their eye	8	
			The tupperware will be lined we cardboard so that the food is not	with blacl	K	
			thus make it more mysterious. Once tried them all, the T will ask them;	e they have	e	
			- What foods do you think they are? - Did you like one more than the oth			
			After talking for five minutes the T with the activity for today; visit the kitch	-		
			the food, they can also try some.			
			Ss will line up at the door to visit kitchen.	the schoo	1	
20 minutes		ening of school´s c	The Ss along with the assistant to travel around the school until they kitchen. Here one of the cooks who is and knows how to speak a little En explain how they are prepared even and the food that is in the kitchen, the be able to see the large fridge they cook will show you some foods an them the name in English, and wit them if they know the name of any s	y reach the is very kind nglish, wil ry morning ey will also have. The nd will tel ill also asl	e 1 1 g 0 e 1 1 c	e class

15 minutes	Conclusion I	meat, eggs, etc. The assistant teacher will accompany us, since if the Ss want to ask the cook a question in English, she can help them. Once the visit has been made, we will return to the classroom, where the T will give them a sheet to draw the favorite part of the visit, (<u>Annex 13.20.</u>) it could be a kitchen tool, the big fridge or even the very friendly cook who has helped us. Once the drawings are finished, the T will stick them on the classroom wall. If some Ss finish before the others, they can present their drawing. Say what they have drawn and why they have done it. The T will give them an example on the board that will guide them: - I have drawn (the fridge) because (it was very	Whole class

T T •/		-	0	a	1 st O 1	D	07/11/2020
Unit	THE	Lesson	9	Group	1 st Grade	Day	07/11/2020
	PICNIC						
Topic /	Money, m	noney, mo	oney,	Class	First Forei	gn Lan	guage, English.
Session Title	must be fu	unny.					
			Focus	areas			
Skills	🗆 Listenii	ng_ 🗆 S	peaking	□ <u>R</u> e	ading 🗆 🗋	Writin	g
Systems	□ Gramm	ar 🗆 Pł	nonology		<u>kis</u> □ H	Functio	n 🔲 Discourse
Contents	- Kı	now and c	operate v	with coins	and bills of	up to 2	20 euros.
Target lexis	- M	oney voca	abulary:	bill/s and	coin/s.		
Learning outcomes	- Ide	atch a vic	leo abou ns (5, 10) , 20, 50, 1	1, 2) and bil to pay for so		
Evaluation criteria	 Students will understand and visualize the video about coins and payments. Students will operate with coins and bills the price of some products taken from magazines. 						

		- Students will match the necessary coins and bills with the pro							
Previous knowledge	•	- Fo							
Materials	Materials - Fo		omputer, IWB, speakers. ood magazine. ardboard bills and coins. issor, glue and a blank sheet A4.	The classroom: tables and chairs.					
Procedure	c								
Timing	Stag	Pe	Activities (T / S role)		Grouping				
10		rm-up and	The session will begin with a sh	nort review					
minutes	intro	oduction	that will serve as an introduction	to the new	N				
			topic to be discussed; money. The						
			to the Ss:						
			- Does anyone know what we	need to b	e				
			able to buy and eat all the food we						
			so far?						
			- Do you know how to use the m	oney?					
			After talking for five minutes,	11					
			play a song on the computer, in w	у					
			appears with 10 coins which are	subtracte	d				
			while he is	shopping	g				
			(https://learnenglishkids.britishcouncil.org/s	songs/ten-					
			shiny-coins).						
30 minutes		hematical versation	Once the topic to be worked is i	introduced	l, Individual/pairs				
minutes	con	versation	the T will explain the activity to	them; eac	h				
			Ss will have some cuttings fro						
			magazine (food with their price	es) (<u>Anne</u>	x				
			13.23.) and a cardboard with the						
			coins and bills (5 coins of each	• •					
			of each bill) (<u>Annex 13.21.</u>). T		-				
			will consist of gluing the clippi	ings of th	e				
			magazines (food with their pr	ices) on	a				
			blank A4 sheet, along with the	coins and	d				

		bills necessary to pay for that food, they will	
		have to cut the necessary coins (the T will	
		distribute a card to each one with the coins	
		and bills). For example; if the food is fish	
		and it costs 5.50, they must stick a 5 bill and	
		a 0.50 coin.	
		Once done, they will discuss it with their	
		peer. The T will write on the board a	
		dialogue model that they can follow to ask	
		and answer the questions:	
		- How many coins do you need to buy	
		(bread)?	
		- I need 3 coins: one of 1 euro and two of	
		0.20.	
		In this way they will listen and speak among	
		classmates, since in the activity they all	
		have the same food and the same prices, but	
		they may have used different coins.	
5 minutes	Final	To finish, the T will ask them to keep the	Whole class-
	conversation	sheet in its drawer and then add it to "Our	individual.
		knowledge book". After saving it, they will	
		meet in the thinking corner to comment on	
		the activity:	
		- Has it been difficult for you?	
		- Have you had fun?	
		Voluntary Ss will tell their experience.	
I			

Unit	THE	Lesson	10	Group	1 st Grade	Day	08/11/2020
	PICNIC						
Topic /	Work for a day.			Class	First Foreign Language,		
Session Title					English.		
			Focus ar	reas			
Skills	□ Listeni	ng_ 🗆 🛓	Speaking		ling 🗆 <u>Wr</u>	riting	
Systems	Gramm	nar 🗆 Pł	nonology	□ Lexis	🗆 Fun	oction	Discourse

		- K	now and operate with coins and bills	of up to $2($) euros		
Contents			ardinal numbers.	or up to 20	curos.		
		- M	loney vocabulary: bill/s and coin/s.				
		• <u>B</u>	uyers and sellers expressions:				
			ood morning.				
Target lexi	is		ow much it is?				
			/hat do you want to buy? xcuse me, I want				
			hanks, see you soon. will be able to:				
		- C	reate a shopping list.				
Learning outcomes		- D	evelop a conversation between peers.				
		- P	pint out food.				
		- C	alculate money.				
		- S1	tudents will plan a shopping list with	at least tw	o foods.		
Evaluation	1	- S1	tudents will enumerate an amount of t	food.			
criteria		- S1	tudents will operate with coins and bi	lls to do th	e payments.		
		- S1	tudents will reproduce a situation of b	ouyer and s	eller.		
Previous		- Fe	ood vocabulary from the worksheets	worked.			
knowledge	ļ	- It	is				
					The		
		- C	ardboard bills and coins.		classroom:		
Materials			tables and				
		- Pa					
					chairs.		
Procedure	s	•					
Timing	Stag	<i>,</i>	Activities (T / S role)		Grouping		
5 minutes	War	m-up	The session will begin with a revie	ew of what	t Whole class		
			was seen the previous day: more	ney. Afte	r		
			remembering the different types of	coins and	1		
			bills, the T will explain the activit	they are	e		
	going to do; They are going to be sellers and						
		buyers.					
10	Wri	0	know wha	t In pairs			
minutes practice: drafting a shopping list.			they want. The T will ask them:				
			- Have you seen if your parent	s make a	a		
		-	shopping list before going shopping				

		After talking for five minutes, Ss in pairs will	
		make their own shopping list (Annex 13.24.).	
		The T will make her own on the white board to	
		serve as a model:	
		- 4 bananas.	
		- 2 carrots.	
		The rules are that there must be at least 2 foods	
		and a maximum of 4, and the quantities of these	
		can range from 2 to 5, that is, you can't buy	
		more than 5 quantities of a food.	
30	Speaking:	Then, the action. In each group (made up of	In pairs.
	buyers and sellers.	four students) there will be two sellers and two	
	sellers.	buyers, who will change roles once the	
		shopping is complete. One of the sellers will	
		take care of the food and the other of the money	
		(he will have to add if necessary, with the help	
		of his peer, for example, 2 bananas at 0.50 each,	
		in total 1 euro). Like the buyers, one of them	
		will be with the shopping list and food and the	
		other with the money, which must add the coins	
		and / or bills and do the payment.	
		As the coins that the T distributed were used for	
		the previous session, she will again distribute	
		one cardboard with the coins and another one	
		with the bills to each couple, which must be cut	
		after making the shopping list, in order to buy /	
		sell.	
		To finish, the teacher will ask a general	
		question to the whole classroom, since in the	
		next session this activity will be discussed:	
		- Did you like it?	

Unit		THE	Lesson	11	Group	1 st Grad	le Day	7 11/11	/2020		
Topic / Sess	vion	PICNIC Our pizza	raging		Class	Eirst Eo	rojan L	anguage,			
Title	51011		i recipe.		Class	English.	-	anguage,			
			Focus areas								
Skills		🗆 Listeni	□ Listening_ □ Speaking □ <u>Reading</u> □ <u>Writing</u>								
Systems		□ Gramn Discourse	□ Grammar □ Phonology □ Lexis □ Function □ Discourse								
Contents		- A	0	mprehensio cardinal n ere are							
Target lexis	5		ly favorite here is/ th	e activity were are	′as						
Learning outcomes		- C	isten to th reate their	le to: e reading o own recip ndicate a n	e.			ary.			
Evaluation criteria		bo - St - St	ook. sudents wi	ill read and ill draw and ill select th ill count the	d design tl eir own in	neir own gredients	pizza. s.	-			
Previous knowledge			ood vocab here is/the	oulary from	the work	sheets wo	orked.				
Materials		bo	ook (Pizza! An interactive recipe ook). izza worksheet.			Ĩ	paces	The classroo tables	om: and		
		- In	gredients	worksheet	•			chairs.			
Procedures						1					
Timing	Stag	ge		es (T / S ro				Grou			
5 minutes		rm-up versation	where the discusse - Did yo - What d After lise Ss, the T	e activity c d. The T w u like yeste lo you pref tening to th will ask th	egin in the thinking corner, carried out yesterday will be vill ask them: rerday's activity? fer to be sellers or buyers? he responses of two or three hem to remain silent as they y funny reading.			e Whole	e class		

13 minutes	Introduction	The teacher assistant will help the	Individual
	(listening)	development of the session. She will read an	
		interactive book (Annex 13.6.) which while	
		reading will perform the actions that the book	
		allows her, such as lifting a flap or moving	
		elements on the pages. It will be done by the	
		assistant teacher to improve Ss listening. The	
		book is about the pizza recipe, where they have	
		to listen to short and simple sentences and	
		observe everything that can be done in the	
		book. Then I add a video where you can see the	
		book, the phrases and how much fun you can	
		have with it (<u>https://youtu.be/3ObSpzwZSg4</u>).	
20minutes.	Grammar:	After reading the book, the T will distribute	Whole class
	There is/there are	each one; a worksheet with the silhouette of a	
	(Post-	pizza (a circle divided into 8) and another sheet	
	listening)	with the ingredients to be colored, cut out and	
		add those that they consider (there will be 10	
		quantities of each ingredient so they can add as	
		many as they want) (<u>Annex 13.26.).</u> At the end	
		of the pizza sheet, there will be a small box in	
		which they must indicate the amount of each	
		ingredient, for this there will be four lines with	
		the ingredients and before the ingredients a	
		space to add there is or there are and the	
		amount that have cut and pasted on the pizza	
		worksheet of said ingredient:	
		() cheese.	
		() tomato.	
		() meat.	
		() pepper.	
		(<u>Annex 13.25.</u>).	

		For example, if four cheeses have been cut and pasted on the pizza worksheet, they must complete: - There are four cheeses.	
7 minutes	Teacher assistant conversation	To end the listening, the assistant teacher will talk about food in her country, England. She will tell them that they eat there at 12 and have dinner at 6, while in Spain at 6 a snack is made and dinner at 9. Also, the breakfast in England is very different, they eat eggs, bacon and they hardly drink milk. After telling the short story, the Ss will be able to ask them in English, with the help of the T.	Whole class

Unit	THE PICNIC	Lesson	12	Group	1 st Grade	Day	12/11/2020
Topic / Session Title	Picnic in the park.			Class	ss First Foreign Language, English.		
			Focus a	roog	Lingiisii.		
Skills	🗆 Listeni	ng 🗆 S	Speaking		ling 🗆 Wr	iting	
Systems		□ Grammar □ Phonology			$\Box Lexis \qquad \Box Function \Box Discourse$		
Contents	- Fe	ood vocab	oulary.				
Target lexis		Food vocabulary.My favorite activity was					
Learning outcomes	 Students will be able to: Summarize the activities done in this unit. Explain their favorite activity so far. Respect the rules of the park and their school friends. 						
Evaluation criteria	 Students will discuss the activities done in this unit. Students will respect the food, the park and their school friends. Students will select their favorite activity. Students will be responsible. 						
Previous knowledge	Food vocabulary from the worksheets worked.Vocabulary activities and readings.						

Materials			heir playground food. icnic blanket.	Spaces	Thepark:CanaldeIsabel II.	
Procedure	S	I				
Timing	1	tage Activities (T / S role)				
5 minutes	Prep	Preparation This session will take place in the park next to			o Whole class	
			the school, however, before starting	11		
			explain the rules:			
			- Students shouldn't run.			
			- On the street, we walk in line a	nd hand i	n	
			hand.			
			- You have to respect the park, the fe	ood and the	e	
			companions.			
			- Let's have a lot of fun.			
			Once explained, they will line up at	the door to	0	
			leave the school.			
			This session will last longer as the playground			
		time will be used.				
40	Spea	aking	Once in the park, we will place	the picni	c Whole class	
minutes			blanket and all our food, since it car	be shared	l.	
			The T will also carry food for all Ss	to enjoy. I	n	
			this session we will be accompany	ied by the	e	
			teacher assistant, since we will be sp	peaking fo	r	
			the whole session and it is good f	for them to	0	
			listen to the English pronunci	ation and	d	
			intonation. During breakfast the	T will as	k	
			them:			
		- What has been of all your favorite activity?				
		- What has been the most difficult? And easy?			,	
			- We have carried out many activitie	u		
			tell me some?			
			After talking and eating breakfast, t	0		
			to school, but before they should:			

		- Collect all the papers and throw them in the	
		trash.	
		- Don't make a lot of noise when picking up,	
		since there are many people and we can't	
		disturb.	
		- We become just as good as when we come,	
		hand in hand and in line.	
10 minutes	Conclusion conversation	Once at school, they will go up to the classroom to leave the backpacks and the food that is left over. In addition, they will meet for five minutes in the thinking corner to discuss the experience. Ss will voluntarily say how they have felt and if they would like to repeat it.	Whole class

Unit	THE	Lesson	13	Group	1 st Grade	Day	13/11/2020
Omt	PICNIC	Lesson	15	Group	1 Orade	Day	13/11/2020
Topic /	A bit of everything.			Class	First Foreign Language,		
Session Title					English.		
			Focus a	eas			
Skills	🗆 Listeni	ng_ 🗆 S	Speaking		ing 🗆 <u>Wr</u>	iting	
Systems	Gramm	□ Grammar □ Phonology □ Lexis □ Function □ Discourse					Discourse
Contents		Present simple.Geometric shapes: circle, square and triangle.					
Target lexis	- Expressions: I have for breakfast-I havefor lunch-I havefor dinner.						
	Students will be able to:						
Learning	- Create a list of the foods they eat at different times of the day.						
• Recognize the geometric shapes (square, circle and trian						triangle).	
	- Students will design a menu for a day (breakfast, lun						st, lunch and
	di	nner).					
Evaluation criteria	- S1	tudents w	ill identify	the differe	ent foods sha	apes.	
cincina	- Students will match the geometric shapes with the corresponding						
	food.						
Previous - Food vocabulary from the worksheets worked.							
knowledge	- Is a It isn't a						

		- N	Ienu worksheet.		The			
Materials		- S	cissor and glue.		classroom:			
		- Geometric shapes worksheet. Sp		Spaces	tables and			
		- F	- Food shapes worksheet.					
Procedure	s							
Timing	Stag	ge	Activities (T / S role)		Grouping			
10		m-up	The session will begin with a co	onversation	h Whole class			
minutes	Liste poin	en and It.	between the T and the Ss:					
	1		- Do you have fruit or chocolate for	breakfast?				
			- What do you prefer to eat meat or	fish?				
			- What is your favorite dinner?					
			The T will show them a picture of	food at the	e			
			IWB and ask Ss:					
			- Where is the banana?					
			- Can you see the carrot? Where?					
			The students chosen at random with	the roulette	e			
	will go out to point out where the food asked is							
	After talking, the T will explain the following				5			
			activity.	activity.				
15	Writ	•	The first activity of the session wil	l consist o	f Individual			
minutes development			filling in a worksheet, with the mer	u that the	y .			
			decide to do. The sheet will be divid	led into two)			
			tables: on the one hand, there wi	e				
			sentences;					
			- I have for breakfast					
			- I have for lunch					
			- I have for dinner					
			On the other hand, they will find diff	ferent food	s			
			that they must cut and paste on depending on what they want to					
			breakfast, lunch or dinner. (Annex 1					
17								
minutes		plete	geometric figures that they hav					
				-				
	learned in Infant Education; the square, circle							

	r		
		and triangle. For this, the T will distribute two	
		worksheets; the first with the silhouette of these	
		geometric shapes (Annex 13.28.) and the	
		second with the foods that have those shapes	
		(<u>Annex 13.29.</u>) for example, a piece of pizza is	
		like a triangle. They will have to cut the food	
		with their shapes and paste it on the	
		corresponding geometric figure.	
		Before starting the activity, the T will ask them	
		to remember the name of the geometric figures,	
		which the T will say aloud the names and they	
		will have to repeat, in addition the way in which	
		they are written will be remembered. For this	
		she will distribute a worksheet (Annex 13.40.)	
		divided into two; in one part the drawings of the	
		three geometric figures and in another the	
		almost complete name of the figures, that is,	
		they will have the consonants written but not	
		the vowels, they must be completed by them.	
		Since the full name may not be remembered.	
3 minutes	Student's	To finish the T will ask them if they liked to do	Individual
	feedback	the activity. And She will ask them to keep it in	
		their drawer and then add it to "Our knowledge	
		book".	
	l		

Unit	THE	Lesson	14	Group	1 st Grade	Day	14/11/2020
	PICNIC						
Topic /	What do you like?			Class	First Foreign Language,		
Session Title					English.		
Focus areas							
Skills	□ <u>Listen</u>	□ <u>Listening</u> □ Speaking □ <u>Reading</u> □ Writing					
Systems	□ Grammar □ Phonology □ Lexis □ Function □ Discourse						
Contents	 Present simple. I like/ I don't like 						
Target lexis	- Expressions: I like, and I don't like						

	Students will be able to:						
		- Watch and understand a music video.					
Learning outcomes		- F	- Read the lyrics of the music video.				
			Complete a worksheet about their own tastes.				
			tudents will follow by singing the lyri		usic video		
Evaluation	ı						
criteria			Students will identify the difference between like and don't like.				
			tudents will classify the food in like a		ike.		
Previous			Food vocabulary from the worksheets	worked.			
knowledge	•		think because	ſ			
		- 0	Computer, IWB, and speakers.		The		
Materials		- N	Ausic video lyrics.	Spaces	classroom:		
wrateriais		- F	Good worksheet.	Spaces	tables and		
		- H	Iappy and sad face worksheet.		chairs.		
Procedure							
Timing	Stag		Activities (T / S role)		Grouping e. Whole class		
10 minutes	w ar gam	rm-up ie					
	0		Randomly, using the roulette, a Ss will come				
			out to secretly tell the T (in her ear) a meal that				
			she/he likes. For example; Apple.				
			Two Ss will come out to give time for the				
			explanation. When the Ss guess the fruit, the T				
			will tell them:				
			This is the fruit that "name" likes. Do you like				
			it?				
			The teacher will write the answer they have to				
			use on the board:				
			- Yes, I do				
			- No, I don´t				
			Next, she will explain that for the next activity				
			they will work with those answe				
			question:		-		
			Do you like?				
			- Yes, I do / No, I don´t.				

		During the song they will have the lyrics of the	
		video, which they can view.	
10	Sing time	For the first activity, the T will distribute a	Whole class
minutes	0	worksheet with the lyrics of the music video	
		that they are going to visualize (Annex 13.30.)	
		in this way, they can sing it or simply view the	
		lyrics.	
		The video will be played twice, since the	
		duration is short and so the second time, they	
		can follow it more easily.	
		(https://youtu.be/frN3nvhIHUk)	
23	Speaking:	For the development of the second activity the	Individual.
minutes	their own	T will tell them:	marviauai.
	tastes	- Now it's your turn, you have to put a smiley	
		face if you like food or a sad one if you don't	
		like it.	
		Next, the T will give them two worksheets; in	
		the first one, different types of food will appear	
		(pizza, lettuce, cake, fish, pepper, etc.) (<u>Annex</u>	
		<u>13.35.</u>) and in the other worksheet, several sad	
		faces and other happy faces, in such a way that	
		they must cut and paste the faces on the sheet	
		working of meals (<u>Annex 13.36.</u>). Once the	
		worksheet is done, the T will ask them to	
		voluntarily say a food that they like and another	
		that they don't, for this they should use the	
		expression:	
		- I like	
		- I don't like	
		Two Ss will say it aloud voluntarily, when they	
		finish the teacher will ask the rest of the Ss:	
		Do you like the food of "Name"?	
		Ss should answer this question with:	

		- Yes, I do. - No, I don´t	
2 minutes	Conclusion	To conclude with the activity, the T will draw a star in the corner indicating that it is checked and will ask them to put it in their drawer and	Individual
		then add it to "Our knowledge book".	

Unit		THE	Lesson	15	Group	1 st Grade	Day	15/11/2	2020
Topic /	I	PICNIC Review			Class	First Forei	gn Lan	iguage,	
Session Tit	tle			E and an		English.			
		.		Focus ar		••••• ••• •••			
Skills			ng_ 🗆 S			$\underline{ing} \square \underline{W}_1$	riting		
Systems		Gramn		nonology	□ Lexis	🗆 Fur	nction	Disc	ourse
Contents			od vocab						
Target lexi	is		xpressions	s: healthy a oulary.	nd not hea	althy.			
	S	Students	will be ab	le to:					
Learning		- C	omplete tl	he word.					
outcomes		- R	ecognize	the word th	at is writte	en.			
		- Summarize their learning of this unit.							
		- Students will complete the word with the missing letters.							
Evaluation		- Students will select their favorite activity.							
criteria	•	- Students will demonstrate in one sentence one learning of the							
		uı	nit.						
		- Fe	ood vocab	ulary from	the works	sheets work	ed.		
Previous		- I think because							
knowledge	•	- It is isn't							
		- 5	nelling mi	stakes wor	csheet		r	Гhe	
		-	pelling mistakes worksheet.			classroor	n:		
Materials			ollection			Spa	ices t	ables	and
-		- R	Rubric: self-assessment and project.		(chairs.			
Procedure	S								
Timing	Stage		Activities (T / S role)		Group	ing			
5 minutes	Warm			Whole	class				
	a		about wł	t what was seen in the previous day, the T,					

		will explain to them that the activity they did		
		about what they like and what not is a second		
		grade content, but since they have such a good		
		level of English, it turned out great. Next, she		
		will explain what the last session on food is and		
		that they should demonstrate everything they		
		have learned during this unit.		
20	Observe and	The first review activity will be collected by the	Individual	
minutes	complete	T and summative evaluated. This will consist		
		of distributing a worksheet to each one, where		
		there will be 8 foods written without		
		completing, that is, the consonants will be		
		written and the vowels will be missing, which		
		must be completed (Annex 13.37.).To finish		
		the T will review the names of the foods with		
		the Ss. Once the worksheets have been		
		collected, the T will write on the board the full		
		names of the foods that have appeared, and will		
		also read the names aloud, which the students		
		will repeat.		
15	Unit review:	The second activity will consist of completing	Individual.	
minutes	collection	the collection card that is distributed at the end		
	card	of each didactic unit, where in two simple		
		sentences they demonstrate what they have		
		learned (Annex 13.38.).		
		1. One healthy food:One not healthy food:		
		2. Surround the vegetables:		
		- Pepper.		
		- Tomato.		
		- Banana.		
		- Apple.		
		- Broccoli.		

		Once the collection card is completed. Ss will	
		be able to say aloud to the rest of the class the	
		food they have chosen healthy and unhealthy.	
5 minutes	Conclusion	To finish the T, they will be given a rubric with	Individual
		six questions that they must answer with a	
		number from 1 to 5 (1-few, 2-regular, 3-good,	
		4-very good, 5-super good).	
		The rubric can be seen better in <u>annex 13.39.</u> .	
		However, some questions would be:	
		- I have learned with the activities carried out	
		outside the classroom.	
		- The project has been easy for me.	

• Curricular materials and other didactic resources:

- Didactic resources:
- Worksheets: Fruits and vegetables, fridge vocabulary, glutton monster, healthy and not healthy, pizza recipe, their own menu, geometric shapes, spelling mistakes.
- Video: fruits and vegetables (<u>https://youtu.be/utwgf_G91Eo</u>), <u>healthy/not healthy</u> (<u>https://youtu.be/GnfTHsdTodA</u>), <u>coins</u> (<u>https://learnenglishkids.britishcouncil.org/songs/ten-shiny-</u> <u>coins</u>), like and don't like (<u>https://youtu.be/frN3nvhIHUk</u>).
- Flashcards: food vocabulary.
- Song: fruit song (<u>https://youtu.be/mfReSbQ7jzE</u>), like and don't like (<u>https://youtu.be/frN3nvhIHUk</u>).
- Question's card: guess the fuit.
- Book: food vocabulary (<u>https://www.amazon.com/Food-Cookie-Monster-Sesame-Street/dp/0375835091</u>), recipe (<u>https://www.amazon.com/-/es/Lotta-Nieminen/dp/0714874094</u>).
- Random roulette.
- Game: healthy and not healthy (<u>https://learnenglishkids.britishcouncil.org/es/node/18075</u>).
- Healthy card.
- Memory food game.

- Domino food game.
- Magic cardboard box: plastic fruits.
- Food magazine.
- Coins and bills made of cardboard.
- Shopping list
- Plastic money and food.
- Happy /sad faces.
- Collection card.
- Rubric.
- <u>Material resources:</u> IWB, computer, speakers, colors, scissors, glue, paper, sticky tape, carboards.
- <u>Physical resources:</u> the classroom (thinking corner, tables and chairs, computer corner), the school kitchen.
- <u>Human resources:</u> students, families, English teacher, assistant teacher, the cook of the school.

• Diversity attention measures:

The student with ADHD will be in charge of helping the teacher distribute and collect the material in all sessions, as well as turning the computer on and off at the beginning and end of classes. He will be allowed to go to the bathroom to cool off and enter the classroom as new. In addition, activities are planned that allows him to move, such as songs, interactive games where he has to go out to touch the IWB, excursions like visiting the school kitchen or picnic in the park. Finally, to increase his motivation, at the end of each session the teacher will paint a traffic light on his agenda, coloring it according to his behavior of green (very good), yellow (regular) or red (can improve).

• Other elements that can be explicit:

• Complementary and extracurricular activities:

During this didactic unit two activities will be carried out outside the classroom. The first during unit 8, there will be a guided visit to the school kitchen, to strengthen the learning of food. Finally, in unit 12 we will visit the park next to the school (*Canal de Isabel II*), where we will have a picnic with the assistant teacher.

• <u>Reading development:</u>

In addition to the different questions that they will read on the white board and in the worksheets, during this didactic unit they will read two books, both with short and simple sentences, so they will do it individually, although they can always ask for the vocabulary they do not know the English teacher or the teacher assistant.

• <u>ICT development:</u>

To play songs, videos and even play games on the IWB, we need an internet connection and a computer. For this reason, it is a fundamental part of the didactic unit, just as if they have free time, they can always use it with the teacher's permission and supervision.

• Values education:

During the sessions that make up the didactic unit they will work in different ways favoring distinct aspects:

- Individual work will increase their autonomy.

- Working in pairs will improve the responsibility of each one.

- Working in groups or with the whole class will improve respect for others and patience.

- <u>Key competences:</u>
- *C.C 1:* Linguistic competence is worked throughout the unit through receptive and productive skills (listening, speaking, reading and writing). Listening is worked on in all the sessions as well as speaking, through conversations with the teacher, since in all the sessions we start by reviewing what was seen in the previous day and introducing the new topic to be addressed by asking questions. Just like at the end of the sessions, most of the time they meet in the thinking corner to talk about the activities carried out and how they have felt. On the other hand, writing and reading will work on reading the different activities (reading a book, answering and understanding the questions that are asked, filling out different worksheets, collection cards, etc.).
- *C.C 2:* Mathematical competence is one of the main parts of the unit, since English is cross-curricular with this subject. It works through the addition of money, geometric shapes, counting amounts, making payments (unit 7, 9, 10, 11, 13).
- *C.C 3:* Digital competence is main for the development of the activities, since the computer, the interactive white board and the speakers are mainly used for these activities. In this way, students will be able to enjoy videos, songs and games.

- *C.C 4:* The competence of learning to learn is worked when the students individually organize themselves for the development of the activities, as well as for the realization of individual worksheets, improving their autonomy and effectiveness.
- *C.C 5:* The social and civic competence is developed in the moments that the student works in pairs or in groups, demonstrating respect and letting everyone speak in turn, for example in unit 10.
- *C.C 6:* The competence of the sense of initiative and entrepreneurial spirit is developed in certain activities, such as the rubric that they make of the project and of themselves. Also, when they create their own pizza or food menu, and the moment of drawing the part they liked the most about the visit to the kitchen.
- *C.C 7:* Cultural awareness competence is carried out due to the topic worked on in the unit; the food. Differentiating the types of food and actions such as learning from a cook, buying or selling.

UNIT 4: THE FARM

o Sub	iect: First	Foreign	Language,	English.
U Dun	Jeen I not	1 OIOISII	Language,	Linghibili

- Year: First grade of Primary Education
- **Temporalization:** 18/11/2020-20/12/2020
- Number of sessions: 23
- **Rationale of the selected topic:** Animals is one of the main issues of natural sciences, being the subject with which English will be cross-curricular in this didactic unit. I have selected this topic since it is eye-catching for children, as it is something they know and has occurred since kindergarten. The purpose of this teaching unit is for students to acquire certain knowledge about animals in English. The different farm animals will be worked, differentiating them from wild animals, this will be done with a visit to the school farm. The didactic unit will begin by motivating them to create a mural of farm animals that they themselves will cut out from magazines that the teacher will provide. In addition, throughout the didactic unit we will work on grammar as Can / Can't to finish making a file of their farm pet, with the corresponding needs such as where he lives, what he eats and what he is capable of doing.

• Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1).
- Participar en las rutinas diarias y comprender el vocabulario asociado (C.C 1).
- Hacer presentaciones muy breves y sencillas (C.C 1, 4, 5).
- Localizar palabras conocidas en el material visual (C.C 1, 2, 3).
- Elaborar carteles muy sencillos con un modelo (C.C 1, 2, 5, 6).

• Contents:

Conceptual	Procedural	Behavioral
Conceptual - Utilización de canciones (Bloque 2) Vocabulario básico (copia y escritura); animales (Bloque 2) Introducción a los cuentos y otros textos narrativos (Bloque 3) Mayúscula y punto (Bloque 4).	Procedural - Comprensión de mensajes emitidos en lengua inglesa con distintos acentos (Bloque I). - Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación y ritmo correctos (Bloque 2). - Lectura de palabras y frases sencillas (Bloque 3). - Affirmative and negative sentences (Bloque 5). - Expresión de capacidad: Can/Can't (Bloque 5).	Behavioral - Recepción positiva de los nuevos aprendizajes. - Cooperación y compañerismo con el resto de los alumnos. - Respeto hacia el resto de las opiniones.
	 Expresión de existencia: There is/There are (Bloque 5). Expresión de cualidad: Adjectives (Bloque 5). Expresión de cantidad: cardinal numbers (Bloque 5). Canciones y diálogos (Bloque 6). 	 Escucha y participación activa. Motivación y esfuerzo en las tareas del aula.

- Identificar un repertorio limitado de vocabulario y de expresiones en textos orales muy breves y sencillos.
- Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales (p. e. gestos o contacto físico).
- Participar de forma muy básica en conversaciones muy breves y simples que requieran un intercambio directo de información.
- Conocer y aplicar las estrategias básicas para producir textos escritos muy breves y sencillos.

UNIT 5: WHERE IS SANTA?

• Subject: First Foreign Language, English.
• Year: First grade of Primary Education
• Temporalization: 08/01/2021-07/02/2021
• Number of sessions: 23

• **Rationale of the selected topic:** Children love holidays and more if they get gifts like Christmas. Some want to go back to school but others prefer that this time of year does not end, for this reason in our class the period of Santa Claus will be extended throughout the entire teaching unit, with the objective and final activity being to find a cardboard Santa Claus with candy to all the children in the classroom. This will be achieved through physical education movements, dances and searches working on the prepositions and adverbs of location. For that reason, English will be cross-curricular with physical education.

\circ Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1).
- Participar en las rutinas diarias y comprender el vocabulario asociado (C.C 1).
- Conocer y utilizar expresiones relacionadas con las celebraciones familiares o culturales (C.C 1, 6, 7).
- *Relaciona correctamente palabras escritas con la imagen correspondiente (C.C 1,3).*
- Escribir cartas o tarjetas a partir de un modelo, copiando algunas palabras básicas e incluyendo dibujos (C.C 1, 4, 6, 7).

• Contents:

Conceptual	Procedural	Behavioral
 Vocabulario básico: prepositions and adverbs of location. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual (Bloque 3). Mayúsculas y punto (Bloque 4). Canciones, diálogos y debates (Bloque 6). 	 Comprensión de palabras clave y mensajes sencillos (Bloque 1. Lectura de palabras y frases sencillas (Bloque 3). Affirmative and negative sentences with not (Bloque 5). Interrogación: Wh- questions (Bloque 5). Expresión del espacio: prepositions and adverbs of location (Bloque 5). Costumbres y tradiciones culturales de los países de habla inglesa (Bloque 6). 	 Recepción positiva de los nuevos aprendizajes. Cooperación y compañerismo con el resto de los alumnos. Respeto hacia el resto de las opiniones. Escucha y participación activa. Motivación y esfuerzo en las tareas del aula.

- Identificar aspectos sobre la vida cotidiana (hábitos, actividades, celebraciones) y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.
- Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos.
- Participar de forma muy básica en conversaciones muy breves y simples que requieran un intercambio directo de información.
- Conocer y aplicar las estrategias básicas para producir textos escritos muy breves y sencillos.
- Intervenir de forma activa en las actividades respetando las normas básicas de comportamiento.

UNIT 6: MY FAMILY

• Subject: First Foreign Language, English.
• Year: First grade of Primary Education
• Temporalization: 10/02/2021-04/03/2021
• Number of sessions: 16

• **Rationale of the selected topic:** In this unit, English will be cross-curricular with Social Science. The family is the main nucleus of education together with the school, supporting the child and helping him to grow in a safe environment for his correct development. Children love to talk about their families in schools, what they have done over the weekend with daddy or mommy and above all, the care and affection they give them. For this reason, I have decided to work on the topic of families from a motivating perspective, where home education becomes the one of the classrooms. The didactic unit will begin introducing the topic and the members of the family through a video, in addition, one of the parents of the students will come one day to visit us, they will love it! Therefore, we will not only work the family members, but also their jobs.

\circ Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1).
- Participar en las rutinas diarias (día, mes, tiempo atmosférico y estación) y comprender el vocabulario asociado (C.C 1).
- Entender la información esencial en conversaciones breces y sencillas en las que participa que traten sobre temas conocidos como la familia (C.C 1, 5).
- Comprender las preguntas del docente sobre la familia (C.C 1).
- Imitar y repetir las expresiones del docente utilizadas en el aula (C.C 1).

- Hacer presentaciones breves y sencillas sobre temas cotidianos como la familia (C.C 1, 4, 5).
- *Relacionar correctamente palabras escritas con la imagen correspondiente (C.C 1, 5).*
- Copiar palabras y expressiones sencillas trabajadas oralmente (C.C 1).

• Contents:

Conceptual	Procedural	Behavioral
 Vocabulario básico: family (Bloque 2). Introducción a los cuentos (Bloque 2). Mayúsculas y punto (Bloque 4). Canciones y diálogos (Bloque 6). 	 Comprensión de palabras clave y mensajes sencillos (Bloque 1). Emisión de palabras y mensajes breves y sencillos (Bloque 2). Uso de oraciones sencillas acerca de la familia (Bloque 2). Lectura de palabras y frases sencillas (Bloque 3). Copia y escritura de vocabulario básico (Bloque 4). Affirmative and negative sentences with not (Bloque 5). Interrogación: Wh- questions (Bloque 5). Expresión de la entidad: nouns, pronouns, articles, demonstrative. Expresión del tiempo: Present simple (Bloque 5). Expresión de cantidad: cardinal numbers (Bloque 5). Expresión de la posesión: I have got (Bloque 5). 	 Recepción positiva de los nuevos aprendizajes. Cooperación y compañerismo con el resto de los alumnos. Respeto hacia el resto de las opiniones. Escucha y participación activa. Motivación y esfuerzo en las tareas del aula.

• Target lexis:

- <u>Family vocabulary</u>: mother, father, brother, sister, grandmother, grandfather, aunt, uncle, cousin, parents.
- <u>Jobs vocabulary</u>: teacher, dentist, businessman, lawyer, security guard, pharmacist, doctor, actor, artist, carpenter, chef, farmer, firefighter, hairdresser, mechanic, photographer.
- <u>This is my</u>...<u>She/he is</u>...
- Who is this person?
- What is your father/mother job?
- What do you want to be in the future?
- <u>Is he/she a...?</u>
- The activity I found easier was... and difficult...
- <u>I felt with this unit...</u>

• Learning outcomes:

Students will be able to...

- Watch and understand a video about the family.
- Classify the family members.
- Draw their own family.
- Present orally a picture of their families.
- Enumerate the number of members in their families.
- Write their own family members.

- Identificar un repertorio limitado de vocabulario y de expresiones en textos orales muy breves y sencillos transmitidos de viva voz o por medios técnicos.
- Conocer y saber aplicar las estrategias básicas para producir textos orales monológicos o dialógicos muy breves y sencillos.
- Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales.
- Participar de forma muy básica en conversaciones muy breves y simples que requieran un intercambio directo de información sobre temas que le son familiares.

- Identificar vocabulario en textos, tanto impresos como digitales, muy breves y sencillos.
- Construir textos muy cortos y sencillos, compuestos de frases simples aisladas, para hablar de su entorno.
- Trabajar cooperativamente respetando las opiniones y a los demás.

• Methodology:

• Session 1: Family members.

The didactic unit will begin with the introduction of the topic and the members of the family, with whom they will work the rest of the sessions. To do this, the teacher will start with a presentation video (https://youtu.be/FHaObkHEkHQ). The teacher will give them a worksheet with the lyrics of the video (family members) so that they can read while listening. After viewing the video, she will ask them to turn the worksheet over so they don't look at the lyrics and say as many family members as they can remember. The teacher will write them down on the white board. Lastly, the teacher will show you a photo with her family members; her grandparents, uncles, parents, her sister and her cat. While she teaches her photography at the IWB, she will say the names of each of them along with their position in the family.

• Session 2: My family members.

The session will begin with the morning routine (day, weather and season) and remembering what they did the day before by asking questions; "Who remember some family members?" "How do you say "*hermano*" in English? And "*primo*"?".

After having a conversation during the first 5/10 minutes, the teacher will distribute two worksheets to each one, therefore it will be done individually. This will consist of two parts; The first is a blank sheet where the elements of the second worksheet must be pasted. This will be a sheet with the names of the family members. They should draw their family members on the first worksheet and paste the names found on the second worksheet. The result would be, for example, a drawing of your father, mother, sister and grandparents and above the names cut out and pasted. Finally, the teacher will ask them to remember at home the message that she have sent through the platform. It will be the homework for the next day, it will consist of bringing each one a photo of his family, it

is not necessary that it is also of cousins, uncles and grandparents, it would serve with the parents and brothers in case of having, like the pet.

• Session 3: Color and draw.

The lesson doesn't start at the beginning of the day, for that reason they are not as focused as other days. Therefore, the class will be lighter. The teacher will distribute a worksheet to them, which will consist of coloring the family that is drawn on the worksheet and, once colored, each draw their own. The title of the worksheet will be "Color this family and then draw yours", in the family that is already drawn, the members will be uncles and cousins (they are the least worked members). Under each member they can read the sentence "This is my uncle Luis" "This is my aunt Maria" "He is my cousin Carlos", what are yours called? Therefore, after drawing their uncles and cousins, they must write the names. To end the session, the teacher will remind them of their homework for tomorrow; make the presentation about your family's photography.

• Session 4: We present our families!

Today they will present the photograph with their family members and pets. To start the show, the teacher will distribute a rubric paper to each one, in which they must evaluate their classmates. This will consist of two very simple questions:

- Did you like it?

- Do you think he/she can do it better?

It will be divided into rows according to the number of students in the classroom, once completed they will give it to the teacher with their names. The presentation will be done for the whole class and also for the teacher assistant, who will give more constructive feedback to the teacher.

• Session 5: Game day.

After the presentation from yesterday, the students will relax while they learn. The teacher will explain the games they will make. The first individually will consist of a word search, where they will have the names in Spanish next to the number and they must write it in English in the corresponding boxes. The second game will consist of playing dominoes in pairs. It will consist of two parts, one side the drawings (parents, father, mother, sister, aunt, uncle, cousin, grandfather ...) and on the other side the names in English, for that reason they must join the name with their correspondent drawing (Annex 13.18.).

• Session 6: How many do you have?

The session will begin with the routine of every morning (day, weather and season). Next, the teacher will distribute an individual worksheet, in which the following questions to complete will appear:

- I have ... brothers.

- I have ... sisters.

- I have ... fathers.

- I have ... mothers.

- I have ... grandparents.

- I have ... grandmothers.

- I have ... pets.

- I have ... aunts.

- I have ... uncles.

- I have ... cousins.

- I have ... people in my family.

The main objective of the worksheet, apart from reading comprehension, is to fill in the gaps with the number of relatives. Finally, if they have time left, they can draw themselves on the back of the worksheet, considering that he / she is another member of the family.

• Session 7: Playdough parents.

This session will be focused on relaxation, fun and a review of other didactic units (Unit 1, the human body). To start the teacher will put a song for the first 5 minutes of class for them to dance activating their bodies and mind (<u>https://youtu.be/FX20kcp7j5c?t=12</u>). After listening and dancing to the song, the teacher will distribute a worksheet to each one. In this they will find an empty face, which they must complete with playdough remembering the parts of the head of unit 1 (eyes, nose, hair, ears, mouth). Once done, they will put the name of their father or mother and keep it in the drawer to add it later to "Our knowledge book".

• Session 8: It's time to read.

After the session of the day before where they danced and used playdough (they love it). Today is the reading session, which will be different from the rest, because the teacher assistant will not read, they will do it themselves. This is because the selected book is very simple, made up of short and easy sentences. However, the teacher assistant will remain in the classroom to ask vocabulary words that they don't understand. The selected book *"The family book"* is wonderful (<u>https://www.amazon.com/Family-Book-Todd-Parr/dp/0316070408?tag=childh101-20</u>) as it deals with the diversity of families, from its size to the members that make it up as two fathers, two mothers or the differences within each family, all being equally good. After reading the book (whoever finishes) they will draw a picture of the part they liked the most, next to that they will draw a happy or sad face depending on what they have felt reading it.

• Session 9: Yes or no questions.

Today's session will be dedicated to formatively evaluating students with yes or no questions, in this way the teacher will be able to see the progress of learning, regarding the topic that is being worked on. The activity is an adaptation of thumbs up or down. Students must stand up if it is correct or remain seated if it is wrong. The questions will be supported by flashcards with pictures of the family members:

- Is she a sister?
- Is he a grandfather?
- Is he a father?
- Is she a mother?
- Is she an aunt?
- Is he an uncle?

To end the session, the teacher will play a game on the computer projected on the IWB The game consists of placing the names of each member under their corresponding drawing, for this, a child will appear for each member chosen through random roulette (https://learnenglishkids.britishcouncil.org/es/node/17945#sidr-0).

• Session 10: Let's talk about jobs.

After doing the routine of every morning (day, weather and season) the teacher will begin the session with questions "What will come your mother job?" "And your father?" After having a conversation during the first 5/10 minutes of class, the teacher will put a video on about jobs, in order to learn the vocabulary (<u>https://youtu.be/x8tF2aQoukY</u>). After viewing the video, they will be given a simple worksheet. This will consist of joining 5

jobs (the simplest) with their corresponding names, which they should remember from the video:

- teacher.
- Doctor.
- Policeman.
- Actor.
- Chef.

Finally, the teachers will tell them that in the next session they will make a surprise excursion.

• Session 11: Day trip!

As the teacher had commented in the previous session, the children will leave the school. A parent of a student works as a firefighter and has given us the opportunity to visit the building in which he works. He will guide us through this, telling us the main functions and the importance of this work. The park is close to the school (*C/ Santa Engracia, 118, 28003*) so it will last the hour of the class plus the 25 minutes of the break.

• Session 12: This is my favorite.

After going to the excursion to the fire station, students will speak with the teacher about the experience, after that the students will write about it. The teacher will give each one a worksheet with the following questions:

- What was your favorite part of the excursion?

- Do you think is important the job of a firefighter?
- Do you want to be a firefighter in the future?
- What do you want to be in the future?

After understanding and answering the questions, the teacher will ask them to draw on the back of the sheet the job they for their futures.

• Session 13: A peculiar family.

After the morning routine, the teacher will ask the students what they were seeing before getting into the world of jobs, being the answer; the family. After having a conversation with the whole class, she will explain to them that not all families are the same, but in every family, there is a lot of love for each member. Next, the teacher will play the movie "Stuart little". The film will last a whole session and half of the other, as it lasts 85 minutes.

• Session 14: I love you without distinction.

During this session they will finish the remaining minutes of the movie, leaving half an hour of class to carry out two activities. The first will be to talk to the teacher and the assistant teacher in the thinking corner. They will talk about the film and the importance of the family, even if a mouse becomes the new member of the family and the child's brother, the teacher will ask them:

- Do you have pets in your families? and do you love them?
- Do you think it is a happy family? Why?
- Do you remember the book of families? They were in many ways and everyone loved each other. Imagine that you have a family like the one in the movie, would you like it?

Finally, the second activity will be to draw their own Stuart mouse, which will be pasted on the wall of the classroom library.

• Session 15: Review I.

This session will be dedicated to reviewing the content seen in the didactic unit. The teacher at the beginning of the class will review with the students the vocabulary that has been leant during the unit, also she will write it on the board, leaving the students time to answer, for example, she will start with "brother … What else?" "father … And what was the name for "*Madre*"?" After brainstorming, the teacher will explain the activity, which they will do in pairs. Each student will have a card with a series of questions (which the teacher has previously distributed):

- Do you have brothers?
- Do you have pets?
- How many cousins do you have?
- How many brothers or sisters do you have?

Students should ask the questions to their activity partner and write down their answers. Once the activity is done, the teacher will collect the cards with the answers for the next day's session.

• Session 16: Review II.

The last session of the didactic unit will begin with the question "What did we do yesterday?" Students should answer in English or at least try it. After remembering the activity, the teacher will take out the cards with the answers from the previous class, beginning with the activity. This will consist of reading aloud three cards with the answers and the students must guess who it is from, in this way they will know better each other. In the second activity the teacher will distribute a worksheet to each student, which will be collected to grade. In this one there will be three drawings (grandfather, mother, grandmother) and under each of them two family members; one correct and one incorrect. They have to color the correct one in green and the incorrect one in red, for example; The grandfather's drawing and underneath grandfather and uncle, they should color the name of grandfather green and red that of uncle. To finish, during the last ten minutes the students must fill in the collection card, with only two questions:

- What activity did you like the most?

- What do you want to do for a living when you grow up? (in this way they will remember the vocabulary about the works).

• Curricular materials and other didactic resources.

- Didactic Videos (https://youtu.be/FHaObkHEkHQ), resource: (https://youtu.be/x8tF2aQoukY). Worksheets (lyrics, family members, how many... face worksheet, jobs, questions, review). Photgraphs (teacher's family and student's family), rubric paper, song (https://youtu.be/FX20kcp7j5c?t=12). (https://learnenglishkids.britishcouncil.org/es/node/17945#sidr-0), Games domino and word search). The family book (Todd Parr, 2010) (https://www.amazon.com/Family-Book-Todd Parr/dp/0316070408?tag=childh101-20). Family flashcards, random roulette, (https://www.amazon.es/Stuart-Little-Edizione-Regno-Stuart little film Unito/dp/B004LYWF5Y), question cards, collection card.
- <u>Material resources:</u> IWB, whiteboard, scissors, glue, colors, playdough, paper, random roulette, computer, speakers, sticky tape.
- <u>Physical resources:</u> The classroom (thinking corner, library, tables and chairs), computer corner.
- <u>Human resources:</u> students, English teacher, assistant teacher and families.

• Diversity attention measures.

The student with ADHD will be in charge of helping the teacher to distribute the material needed for each activity. It will also turn the computer on and off at the start and end of each session, as well the speakers. To facilitate his concentration, certain activities will be carried out to keep him moving, such as dancing songs, computer games and an excursion. At the end of each session the teacher will draw a traffic light in his agenda, depending on how he has behaved, she will color green (very good), yellow (regular) or red (can improve). Also, he can go to the bathroom if he needs to, since in one of the sessions they will see a movie and he may need to move and clear his mind.

- Other elements that can be explicit:
- <u>Complementary and extracurricular activities:</u>

During this didactic unit the students will carry out an activity outside the school; They will go on an excursion to the *Chamberí fire station* (C / *Santa Engracia*, 118) where they will learn the elements and the importance of this work (Unit 11).

• <u>Reading development:</u>

Reading in this didactic unit, as in the rest, has an important role. The development of this skill favors the understanding of the proposed activities. For this reason, is worked through reading books, which they will do individually (Unit 8), and reading vocabulary and questions about it (Unit 2, 5, 6, 12).

• <u>ICT development:</u>

Many of the sessions couldn't be developed if it weren't thanks to technology, so in the classroom we will work with the computer, the speakers and the interactive whiteboard, for the reproduction of videos, songs, games and movies.

• <u>Values education:</u>

During the sessions that make up the didactic unit they will work in different ways favoring distinct aspects:

- Individual work will increase their autonomy.
- Working in pairs will improve the responsibility of each one.

- Working in groups or with the whole class will improve respect for others and patience.

• <u>Key competences:</u>

- *C.C 1:* Linguistic competence is worked throughout the unit through receptive and productive skills (listening, speaking, reading and writing). Listening is worked on in all the sessions as well as speaking, through conversations with the teacher, vocabulary review and above all, in units 4 (where they will present their family photo), 9 (understanding and reacting to questions of the teacher), 11 (through the guided tour of the firefighter), 14 (where the movie will be discussed, for example, expressing their emotions in English) and 15 (asking the partner). On the other hand, writing and reading will work on reading the different activities (reading a book, answering and understanding the questions that are asked, filling out different worksheets, question cards and collection cards).
- *C.C 2*: Mathematical competence is worked through the expression of quantity; the cardinal numbers. In unit 6 for example, they must write the number of family members, cousins, grandparents, etc. Finally, the sciences are worked through the Social Sciences subject (The family is one of the main topics of this subject), which English is cross-curricular with.
- *C.C 3:* Digital competence is main for the development of the activities, since the computer, the interactive white board and the speakers are mainly used for these activities. In this way, students will be able to enjoy videos, songs and games.
- *C.C 4:* The competence of learning to learn is worked when the students individually organize themselves for the development of the activities, as well as for the realization of presentations, such as family photography, improving their autonomy and effectiveness.
- *C.C 5:* The social and civic competence is developed in the moments that the student works in pairs or in groups, demonstrating respect and letting everyone speak in turn, for example in unit 15.
- *C.C 6:* The competence of the sense of initiative and entrepreneurial spirit is developed in certain activities, such as the rubric that they make of the presentations of their classmates or when they draw a picture of their favorite part of the book or movie.
- C.C 7: Cultural awareness competence is carried out due to the topic worked on in the unit; the family. Through the book *The family book* (<u>Todd Parr, 2010)</u>, they will learn about its diversity.

UNIT 7: FEELINGS

- **Subject:** First Foreign Language, English.
- Year: First grade of Primary Education
- **Temporalization:** 05/03/2021-02/04/2021
- Number of sessions: 21
- Rationale of the selected unit topic: This unit will be English cross-curricular with the subject of Values Education. From infant education, the importance of children's emotions and showing them is worked on. Even in primary education many of them don't know or find it difficult to express themselves, especially when they feel sad or disappointed. Therefore, during this didactic unit we will dedicate ourselves to working on them, so that they can controlled and managed it correctly. The didactic unit will be based on the four linguistic skills; *speaking* (the teacher will dedicate five minutes to a student every day to see how it is, in addition to the various activities that will be carried out) *listening* (the students will listen to each other, in addition to the readings made by the teacher assistant), *reading* (they will use the classroom library, in addition to the various reading comprehension activities) and writing (they will write on a post-it every day how they feel, in addition to the activities).

$\circ~$ Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1).
- Participar en las rutinas diarias y comprender el vocabulario asociado (C.C 1).
- Entender la información esencial en conversaciones breves y sencillas sobre temas como uno mismo (C.C 1, 5).
- Comprender las preguntas del docente sobre los temas trabajaos en el aula: sus emociones (C.C 1, 5).

- Imitar y repetir las expresiones del docente utilizadas en el aula (C.C 1).
- Responder adecuadamente en situaciones de comunicación (preguntas sencillas sobre sí mismo) (C.C 1, 5).
- Localizar palabras conocidas en los libros de la clase (C.C 1).
- *Relacionar correctamente palabras escritas con la imagen correspondiente (C.C 1,3).*

• Contents:

básico: feelings.palabrasclaveydelosnuevos- (Bloque 2).mensajessencillosaprendizajes Introducción a(Bloque 1) Cooperaciónyloscuentos- Emisión de palabras ycompañerismo con(Bloque 2).mensajesbrevesy- Mayúsculasysencillos (Bloque 2).alumnos Mayúsculasysencillas acerca de lasresto- Cancionesysencillas acerca de lasresto- Cancionesysencillas acerca de lasresto- Cancionesysencillas acerca de laspunito de las- Cancionesysencillas acerca de lasresto- Cancionesyfrasessencillas- Copia y escriturade- Motivacióny	Conceptual	Procedural	Behavioral
negative sentences with not (<i>Bloque 5</i>). - <i>Interrogación:</i> Wh- questions (<i>Bloque 5</i>).	 básico: feelings. (Bloque 2). Introducción a los cuentos (Bloque 2). Mayúsculas y punto (Bloque 4). Canciones y diálogos (Bloque 	 palabras clave y mensajes sencillos (Bloque 1). Emisión de palabras y mensajes breves y sencillos (Bloque 2). Uso de oraciones sencillas acerca de las emociones (Bloque 2). Lectura de palabras y frases sencillas (Bloque 3). Copia y escritura de vocabulario básico (Bloque 4). Affirmative and negative sentences with not (Bloque 5). Interrogación: Wh- 	aprendizajes. - Cooperación y compañerismo con el resto de los alumnos. - Respeto hacia el resto de las opiniones. - Escucha y participación activa. - Motivación y esfuerzo en las

- Expresión de la
entidad: nouns,
pronouns, articles,
demonstrative.
- Expresión del tiempo:
Present simple
(Bloque 5).
- Expresión de la
cualidad: very + adj.
(Bloque 5).
- Expresiones
temporales:
indications of time
(now, yesterday)
(Bloque 5).

- Identificar un repertorio limitado de vocabulario y de expresiones en textos orales muy breves y sencillos transmitidos de viva voz o por medios técnicos.
- Conocer y saber aplicar las estrategias básicas para producir textos orales monológicos o dialógicos muy breves y sencillos.
- Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales.
- Participar de forma muy básica en conversaciones muy breves y simples que requieran un intercambio directo de información sobre temas que le son familiares, como uno mismo.
- Identificar vocabulario en textos, tanto impresos como digitales, muy breves y sencillos.
- Construir textos muy cortos y sencillos, compuestos de frases simples aisladas, para hablar de su entorno.
- Trabajar cooperativamente respetando las opiniones y a los demás.

UNIT 8: WE LISTEN

- **Subject:** First Foreign Language, English.
 - **Year:** First grade of Primary Education
 - **Temporalization:** 14/04/2021-14/05/2021
 - Number of sessions: 23
- **Rationale of the selected unit topic:** This didactic unit will be entirely dedicated to the subject of English. During the 23 sessions we will work on phonetics; vowels and consonants (r, t, s, b, h). Two sessions will be dedicated per vowel and consonant, leaving the last three to review them together. The teaching of phonetics is very important for the correct learning of English and the best way to teach it is with imitation; therefore, the teacher assistant will help in the development of activities. These will be made up of computer games, mouth movements (for the correct pronunciation), flashcards (to accompany the sound) of an image that they can associate and remember, and fun activities, such as reading tongue twisters, matching cards and drawing. Finally, individually they will create a poster (in an A4 cardboard) with all the sounds worked and associated drawings, which will use the teacher to evaluate in a summative method. This section will be included in "our knowledge book" as a sound book, where the sounds appear with the corresponding drawings they have made.

$\circ~$ Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1).
- Entender la información esencial en conversaciones breves y sencillas, apoyándose en lenguaje no verbal para mejorar su comprensión (C.C 1).
- Comprender las preguntas del docente sobre los temas trabajados en el aula (C.C 1).
- Imitar y repetir las expresiones del docente utilizadas en el aula (C.C 1).

- Relacionar correctamente palabras escritas con la imagen correspondiente (C.C 1, 3).
- Elaborar carteles muy sencillos con un modelo (C. C 1, 5, 6).

• Contents:

 Sonidos característicos de la lengua inglés. Sonido de vocales y letras (r,t,s,b,h). Vocabulario básico: sounds (Bloque 2). Mayúsculas y punto (Bloque 4). Canciones y diálogos (Bloque 6). 	Comprensióndepalabrasclaveymensajessencillos(Bloque 1).Emisión de palabras ymensajesbrevesysencillos (Bloque 2).Lectura de palabras yfrasessencillas(Bloque 3).Reconocimiento de losprincipalessonidos delasletrasen lenguainglesaygrupossonidos (Bloque 3).CopiayCopiayescrituravocabulariobásico(Bloque 4).Affirmativeandnegativesentenceswith not (Bloque 5).	compañerismo con el resto de los alumnos. - Respeto hacia el resto de las opiniones. - Escucha y participación activa. - Motivación y

 Expresión del tiempo: Present simple (Bloque
5).
 Expresiones temporales:
indications of time
(now, yesterday) (Bloque 5).

- Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión.
- Identificar un repertorio limitado de vocabulario y expresiones en textos orales breves y sencillos.
- Discriminar patrones sonoros, acentuales, rítmicos y de entonación y reconocer los significados relacionados con los mismos.
- Interactuar de manera muy básica, utilizando técnicas muy simples, lingüísticas o no verbales.
- Producir textos orales monológicos apoyando con gestos lo que se quiere decir.
- Construir textos cortos y sencillos a partir de lo trabajado en el aula: fonética.

UNIT 9: IT'S TIME FOR HOLIDAYS!

• Subject: First Foreign Language, English.

• Year: First grade of Primary Education

• **Temporalization:** 15/05/2021-12/06/2021

• Number of sessions: 21

• Rationale of the selected unit topic: This didactic unit is not cross-curricular with any subject; it will focus on English. However, the subject of Social Sciences, which was already seen in Unit 2, will be worked on in part, with the seasons of the year, since the topic to be discussed is summer. Children love holidays, thinking about the beach or the pool and all the time they have to play, and they love telling it to the rest of the class. For this reason, this didactic unit made up of 21 sessions will be devoted to reviewing the phonetics seen in the previous unit (through activities such as vocabulary starting with the consonants that were worked on or flashcards with drawings containing the sounds) and talking about the summer, working the different places (beach, pool, countryside), the specific clothes we wear, the weather and above all, what we spend our free time (reading, drawing, listening to music). After completing the corresponding worksheets, games (computer, a bingo with vocabulary and images) and dancing songs, the students will make a presentation (what they are going to do this summer and present with a photograph what they did in the past) which the teacher will qualify.

$\circ~$ Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1,4).
- Participar en las rutinas diarias (día, tiempo atmosférico, estación) y comprender el vocabulario asociado (C.C 1).

- Entender la información esencial en conversaciones breves y sencillas que traten temas como el mismo (C.C 1, 5).
- Comprender las preguntas del docente sobre los temas trabajados en el aula (C.C 1).
- Hacer presentaciones breves y sencillas previamente preparadas y ensayadas (C.C 1, 4, 5).
- Utilizar diccionarios de imágenes (C.C 1).
- *Relacionar correctamente palabras escritas con la imagen correspondiente (C.C 1, 3).*

Conceptual	Procedural	Behavioral
 Sonidos característicos de la lengua inglés. Sonido de vocales y letras (r,t,s,b,h). Vocabulario básico: summer and holidays (Bloque 2). Mayúsculas y punto (Bloque 4). Conjunciones (Bloque 5). Canciones y diálogos (Bloque 6). 	 Comprensión de palabras clave y mensajes sencillos (Bloque 1). Emisión de palabras y mensajes breves y sencillos (Bloque 2). Uso de canciones (Bloque 2). Lectura de palabras y frases sencillas (Bloque 3). Uso de diccionarios de imágenes (Bloque 4). 	aprendizajes. - Cooperación y compañerismo con el resto de los alumnos. - Respeto hacia el resto de las opiniones.

• Contents:

I	
	- Copia y escritura de
	vocabulario básico
	(summer and
	holidays) (Bloque
	4).
	- Affirmative and
	negative sentences
	with not (Bloque 5).
	- Expresión del
	tiempo: Present
	simple (Bloque 5).
	- Expresión del
	espacio:
	prepositions
	(Bloque 5).
	- Expresiones
	temporales:
	summer (Bloque 5).

- Identificar aspectos concretos y significativos sobre la vida cotidiana (el verano y las vacaciones).
- Conocer un repertorio limitado de vocabulario y de expresiones en textos orales sobre temas trabajados en el aula.
- Discriminar patrones sonoros, acentuales, rítmicos y de entonación.
- Interactuar de manera muy básica utilizando técnicas simples lingüísticas o no verbales para iniciar, mantener o concluir una breve conversación.
- Identificar el tema y sentido general en textos, tanto impresos como digitales, breves y sencillos.
- Construir textos muy cortos y sencillos, compuestos de frases simples, para hablar de sí mismo o de su entorno.

UNIT 10: OUR KNOWLEDGE BOOK

- Year: First grade of Primary Education
- **Temporalization:** 15/06/2021-19/06/2021
- Number of sessions: 5
- Rationale of the selected unit topic: This didactic unit will be dedicated to make a brief review of what was seen during the course, so English will not be cross-curricular with any subject. The goal of the annual syllabus is this unit; Our knowledge book. In this book they will add everything that they have been keeping throughout the 9 didactic units, in this way the learning from the first course of Primary Education will remain together, and it can always serve as a review for the next course. It will be carried out during four sessions, adding the worksheets and activities that have been kept during the course in their drawers. The last session will be dedicated to parents, who will come to the classroom to view the work of their child and that of the rest of the classmates; the students are sure to be very proud of their work.

$\circ~$ Objectives and relationship with key competences:

- Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula (C.C 1,4).
- Participar en las rutinas diarias (día, tiempo atmosférico, estación) y comprender el vocabulario asociado (C.C 1).
- Entender la información esencial en conversaciones breves y sencillas que traten temas como su libro de aprendizaje (C.C 1, 5).
- Comprender las preguntas del docente sobre los temas trabajados en el aula (C.C 1).

\circ Contents:

Conceptual	Procedural	Behavioral
- Canciones y diálogos (Bloque 6).	 Comprensión de palabras clave y mensajes sencillos (Bloque 1). Emisión de palabras y mensajes breves y sencillos (Bloque 2). Uso de canciones (Bloque 2). Lectura de palabras y frases sencillas (Bloque 3). 	 Cooperación y compañerismo con el resto de los alumnos. Respeto hacia el resto de las opiniones. Escucha y participación activa. Motivación y esfuerzo en las tareas del aula.

- Identificar aspectos concretos y significativos sobre los aprendizajes.
- Conocer un repertorio limitado de vocabulario y de expresiones en textos orales sobre temas trabajados en el aula.
- Interactuar de manera muy básica utilizando técnicas simples lingüísticas o no verbales para iniciar, mantener o concluir una breve conversación.
- Estar contento por el trabajo realizado durante el curso.

11. CONCLUSION

This work has been a learning process for me. When I started to think about the ideas and objectives on which I was going to base myself, I didn't feel at all safe. The ideas were partly incoherent, and it overwhelmed me to think about everything involved in preparing for a year, however, an idea that was clear: to make lasting learning in the memory of the students.

My work is based on motivation, which I've needed myself for its development and I must say that I haven't lacked for an instant. It is not a difficult but constant challenge, in which continuity and organization must be present. As my mother has always said "every effort has its reward" and personally I believe that with this work I have succeeded. I have been able to develop the proposed objectives: to promote an active and experimental learning, where the students have an interest in carrying out the activities. In addition, I haven't left behind Infant Education, but it has been present but adapted to Primary Education, that is, students have been able to live the autonomy and responsibility of working both in groups and individually. They have worked with materials familiar to them such as playdough, but, above all, they have gathered as the old assembly to comment on their experiences. The subject of English scares many students and they don't dare to work on it, therefore, work it in a cross-curricular way in this project along with the other subjects is to demonstrate the amount of learning that can be achieved through it, both Mathematics, Natural Sciences and up to Physical Education, in an effective and positive way.

I am satisfied with the project carried out, having managed to finish what at first, I didn't even know how to start. And I must thank my director, Alfonso López, who from the first moment has helped me meet the proposed objectives and even improve them, because it has not only helped me organize the work, but also to concretize those ideas that were initially something disjointed.

This annual syllabus has been an incredible experience for me, both personally, emotionally and professionally. In this work I've wanted to gather everything I have learned since I started my degree four years ago, but, above all, I wanted to convey what one day my primary school teacher made me feel: motivation and interest in such a useful subject and pretty as is English.

Thanks to the Universidad Pontificia Comillas for instilling such learning in me. When I started my degree, I couldn't imagine that all that knowledge that at first seemed so scattered could be so united. I have learned about families and the importance they have both in education and at home. Also, of the big hearts that all children have, as well as the different ways of dealing with them. But, above all, I have learned to think, to question myself and to create activities that are meaningful for the students, so that someday they will find in a teacher something more than a mere transmitter of knowledge. That they find a companion, an architect of hope, an illusion that they can turn into reality, a gift of life.

This final degree project couldn't have been developed in the same way without the help of my internships; Thanks to this, I have been able to observe the behavior of both the teacher and the students, capturing the activities and the methodology used. But not all the years of internship have served as a reference, especially this year, with the first grade, where I've had the opportunity to feel like a teacher and student at the same time.

Thanks to my tutor, Ismael, I've been able to connect with the students in a very personal and professional way, feeling every day more teacher, observing their needs and behaviors and preparing activities with which they learned and had fun at the same time. But above all, Ive been able to know the great emotions that children have without any distinction, because all the students, have some difficulty or not, are a joy.

Thanks to all the teachers who have passed through my life, for teaching me that commitment and love are essential to respond to any difficulty. Because if all roads lead to Rome, the first is Education.

Lastly, I want to comment on the energy that carrying out of this work has given me for the future. Because to educate you have to love what is done and I have enjoyed each session planned. In a few years I plan to make oppositions, and this has been one of the first steps for the organization and the effort that, for some day, be as good a teacher as I have learned.

12. REFERENCES

- Books and articles:
- Álvarez Diez, Mª Vanesa. (2010. *El inglés mejor a edades tempranas*. ISSNe 2171-9551, Nº 5, págs. 251-256. Pedagogía Magna.
- Barth, B.-M. (2012). *Grandes de la Educación: Jerome Seymour Bruner*. Padres
 Y Maestros / Journal of Parents and Teachers, (340).
- Albert Bandura (1982). *Teoria del aprendizaje social*. Espasa, Calpe.
- Camargo Uribe, & Hederich Mart, C. (2010). Jerome Bruner: dos teorías cognitivas, dos formas de significar, dos enfoques para la enseñanza de la ciencia. Psicogente, 13(24).
- Ellie Dommett. (2012). *Ciencias relativas al cerebro y la conducta*. Reino Unido: La Universidad Abierta.
- Hood,M.(2016). *Performance Teaching*. Retrieved from https://www.bbc.co.uk/programmes/b0858qyh.
- Jiménez Catalán, Rosa Maria, 1997. *La memoria y el aprendizaje del inglés en el aula*. Cauce, 1997-1998 (20-21): 797-811.
- Morales Moreno, Ana Belén. (2010). *Acción tutorial*. Hekademos: revista educativa digital, ISSN-e 1989-3558, N°. 7, págs. 95-114. Sevilla: AFOE.
- Muñoz García, Antonio. (2010). *Psicología del desarrollo en la etapa de educación primaria*. Madrid: Ediciones Pirámide.
- Nabavi Tadayon, Razieh. (2011). Bandura's social learning theory and social cognitive learning Theory.
- Palomo González, Ana María. (1989). *Teoría y práctica del desarrollo moral en la escuela*. Revista interuniversitaria de formación del profesorado, ISSN 0213-8646, ISSN-e 2530-3791, N°4, págs. 79-90. Cuenca.
- Piaget y Freud (2009). Acerca de la memoria infantil. Revista IIPSI, Facultad de Psicología, ISSN 1609-7475, Vol.12, Nº 2, pp 207-215. Lima, Perú.
- Revista española de pedagogía, ISSN 0034-9461, Vol. 65, Nº 238, págs. 559-576.
 Navarra.
- Rivas Borrell, Sonia. (2007). La participación de las familias en la escuela.
- Udomon, I. y otros. (2013). Visual, Audio and Kinesthetic Effects on Memory Retention and Recall.
- Vigotsky, L. (1934). Pensamiento y lenguaje. Buenos Aires, Fausto, 1998.

• School website:

- Colegio El Porvenir (2019) AMPA. Recuperado de https://ampaelporvenir.es/.
- Colegio El Porvenir (s.f) Programa BEDA. Recuperado de https://www.ecmadrid.org/programas/programa-beda.
- Colegio El Porvenir (s.f) Jolly Phonics. Recuperado de http://www.jollylearning.co.uk/overview-about-jolly-phonics/.
- Colegio El Porvenir (s.f) Quiénes somos. Recuperado de <u>https://www.elporvenir.es/es/quienes-somos</u>.
- Colegio El Porvenir (s.f) Ideario del centro. Recuperado de https://www.elporvenir.es/es/ideario.
- Colegio El Porvenir (2019) Medidas de atención a la diversidad. Recuperado de <u>https://www.fliedner.es//media/modules/news/185/pga-elporvenir-2019-</u> <u>2020.pdf.</u>
- Colegio El Porvenir (2019) Equipo Docente. Recuperado de https://www.elporvenir.es/es/equipo-docente.
- Colegio El Porvenir (2019) PGA. Recuperado de <u>https://www.fliedner.es//media/modules/news/185/pga-elporvenir-2019-</u> <u>2020.pdf.</u>

• Educational legislation:

- Orden ECD/686/2014, de 23 de abril, por la que se establece el currículo de la Educación Primaria para el ámbito de gestión del Ministerio de Educación, Cultura y deporte y se regula su implantación, así como la evaluación y determinados aspectos organizativos de la etapa. *Boletín oficial del Estado, 106, 1 de mayo de 2014, pp. 34145-34154*.
- 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. *Boletín oficial de la comunidad de Madrid, 175, 25 de julio,pp. 10-67.*

• Didactic unit resoruces:

Erase una vez el cuerpo humano, el corazón. Video (2013) <u>https://youtu.be/lPb-JnNHVuY</u>.

- Book *How food travels in the body* (Baby professor, 2017)
 <u>https://www.amazon.es/How-Food-Travels-Body-Digestive/dp/1541938879</u>.
- Book *Me and my amazing body* (Joan Sweeney, 2000)
 <u>https://www.amazon.es/Me-Amazing-Body-Joan-Sweeney/dp/0375806237</u>.
- Game "Daily routines". British council.
 https://learnenglishkids.britishcouncil.org/word-games/daily-routines.
- Daily routines song. British council.
 <u>https://learnenglishkids.britishcouncil.org/es/songs/the-way.</u>
- Body parts song (2011) <u>https://youtu.be/QkHQ0CYwjaI</u>.
- Musculoskeletal system video (2018) <u>https://youtu.be/ynVRDsDC-84.</u>
- Seasons, weather and clothes video (2015) <u>https://youtu.be/eXFe4tUCd40</u>.
- Story video about seasons (2016) <u>https://youtu.be/aQTq2Czfu90?t=8.</u>
- Seasons story game. British council.
 <u>https://learnenglishkids.britishcouncil.org/short-stories/the-lazy-bear</u>.
- Book *My leaf* (Monica Wellington, 2015). <u>https://www.amazon.es/My-Leaf-Book-Monica-Wellington/dp/0803741413</u>.
- Fruits and vegetables video (2016) <u>https://youtu.be/utwgf_G91Eo.</u>
- Healthy and unhealthy food video (2015) <u>https://youtu.be/GnfTHsdTodA.</u>
- Coins video. British council.
 https://learnenglishkids.britishcouncil.org/songs/ten-shiny-coins.
- Like and don't like music video (2013) <u>https://youtu.be/frN3nvhIHUk</u>.
- Fruit song (2015) <u>https://youtu.be/mfReSbQ7jzE.</u>
- Book *Food! By cookie monster* (Random house, 2016)
 <u>https://www.amazon.com/Food-Cookie-Monster-Sesame-Street/dp/0375835091.</u>
- Interactive book *Pizza!* (Lotta Nieminen, 2017) <u>https://www.amazon.com/-/es/Lotta-Nieminen/dp/0714874094.</u>
- Healthy and unhealthy game. British council.
 <u>https://learnenglishkids.britishcouncil.org/es/node/18075.</u>
- Family members video (2016) <u>https://youtu.be/FHaObkHEkHQ</u>.
- Jobs and occupations video (2018) <u>https://youtu.be/x8tF2aQoukY</u>.
- Family song *Baby shark* (2017) <u>https://youtu.be/FX20kcp7j5c?t=12</u>.
- Family vocabulary game. British council.
 <u>https://learnenglishkids.britishcouncil.org/es/node/17945#sidr-0</u>.

- *The family book* (Todd Parr, 2010) <u>https://www.amazon.com/Family-Book-</u> Todd Parr/dp/0316070408?tag=childh101-20.
- Film *Stuart little* (1999) <u>https://www.amazon.es/Stuart-Little-Edizione-Regno-</u> <u>Unito/dp/B004LYWF5Y.</u>
- Summer days and nights (Wong Herbert Yee, 2013)
 https://www.amazon.com/Summer-Days-Nights-Wong-Herbert/dp/0805090789.
- Lots of tongue twisters for kids (Whee Winn, 2019)
 <u>https://www.amazon.es/Lots-Tongue-Twisters-Kids-Whee/dp/0310767083</u>.
- The color monster (Anna Llenas Serra, 2014) <u>https://www.amazon.es/monstruo-colores-edici%C3%B3n-Cuentos-flamboyant/dp/8494157825/ref=sr_1_2?_mk_es_ES=%C3%85M%C3%85%C5%BD%C3%95%C3%91&dchild=1&keywords=monstruo+de+colores+libro&qid=1587650406&sr=8-2.
 </u>
- Thomas and the Christmas ornament (Joan G. Litton, 2016)
 <u>https://www.amazon.es/Thomas-Christmas-Ornaments-Childrens-Reading/dp/154118467X</u>.
- Noisy farm, touch and feel sound book (Tiger Tales, 2013)
 https://www.amazon.es/Noisy-Farm-First-Touch-Sound/dp/1589256107.

ANNEXES

13.1. TIMETABLE

HORA	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
09:10-	Música	Música	Natural Science	Primera Lengua	Social Science
10:00					
10:00-	Lengua	Lengua	Primera Lengua	Matemáticas	Lengua
10:50	Castellana	Castellana			Castellana
10:50-	Recreo	Recreo	Recreo	Recreo	Recreo
11:25					
11:30-	Primera	Matemáticas	Matemáticas	Plástica	Primera
12:20	Lengua				Lengua
12:20-	Matemáticas	Educación	Lengua	Lengua	Educación
13:15		Física	Castellana	Castellana	Física
13:15-	Comedor	Comedor	Comedor	Comedor	Comedor
15:15					
15:15-	Natural	Lengua	Valores/Religión	Social Science	Matemáticas
16:05	Science	Castellana			
16:05-	Ajedrez	Primera Lengua	Valores/Religión	Matemáticas	Lengua
16:50					Castellana

13.2. CALENDARIO ESCOLAR

ORDEN 2042/2019, de 25 de junio, de la Consejería de Educación e Investigación por la que se establece el **Calendario Escolar** para el curso **2019/2020** en los centros educativos no universitarios sostenidos con fondos públicos de la Comunidad de Madrid.

	S	Septie	embre	e 201	9	
L	М	х	J	v	s	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Diciembre 2019

J

v

s

28 29

D

L

9 10

Μ

х

Calendario escolar 2019-2020

D

L

25 26

Μ

х

20 21

Octubre 2019

J

S

L

Μ

29 30

х

		Ene	ro 2	020		
L	м	х	J	v	s	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

		Feb	rero	2020		
L	М	х	J	v	s	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23

Noviembre 2019

J

v

S

D

		Ма	rzo 2	020		
L	м	х	J	v	s	D
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

L	M	x	J	v	s	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

		Jur	nio 2	020		
L	м	х	J	v	s	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

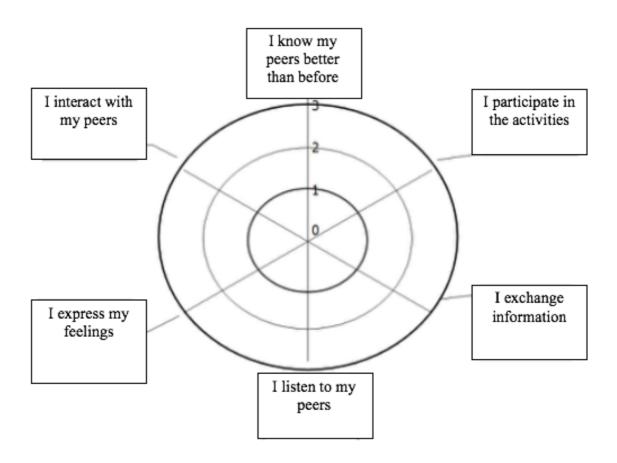
L	М	х	J	v	s	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

		Ма	iyo 2	020		
L	м	х	J	v	s	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

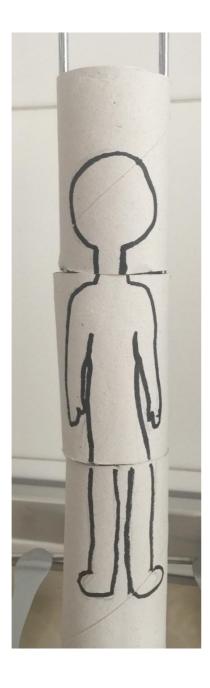
A efectos académicos:

- Inicio periodo lectivo
- Día lectivo
- Día lectivo E.Infant/Casas Niños
- Día no lectivo, excepto junio en EEII
- Jornada INTENSIVA
 Día festivo/vacacional
- Dia festivo/vacacional
 Otros días no lectivos
- Otros dias no lectivos
 Electe Madrid/Capitol
- Fiesta Madrid/Capital
- Último día lectivo
- Inicio de act. apoyo, refuerzo...
 Finalización eval. final ordinaria.

13.3. ASSESSMENT BULL'S EYE



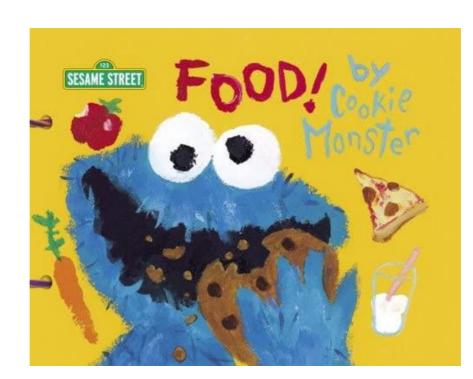
13.4. DO YOU KNOW THE ORDER?





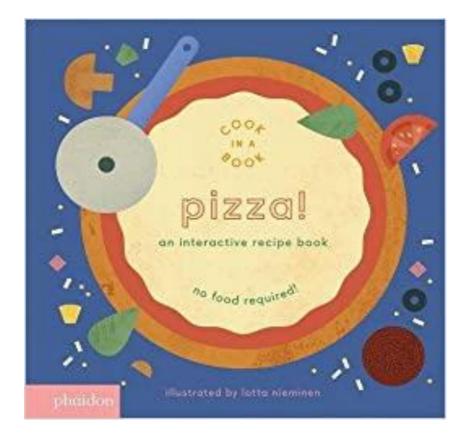




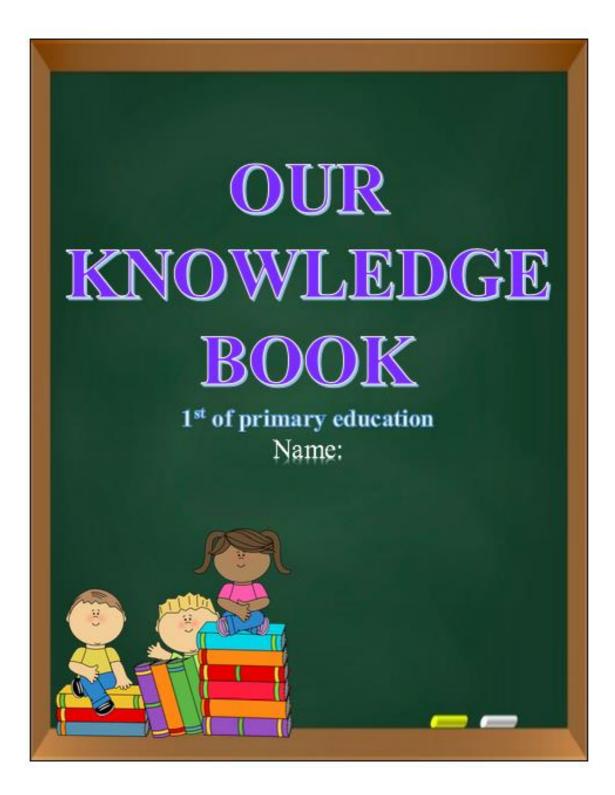


13.5. MONSTER SESAME STREET BOOK

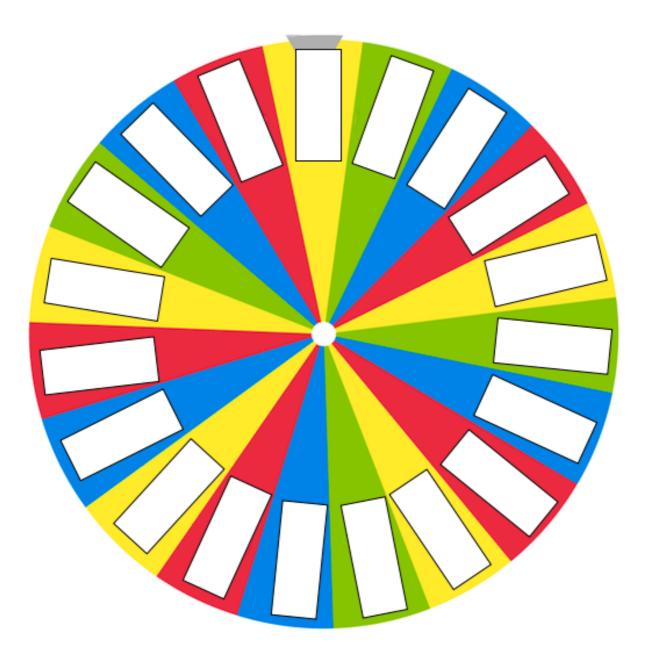
13.6. PIZZA! AND INTERACTIVE BOOK



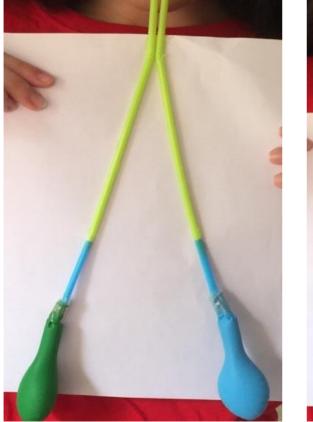
13.7. OUR KNOWLEDGE BOOK (COVER PAGE)

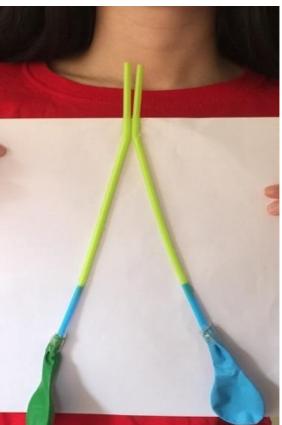


13.8. RANDOM ROULETTE

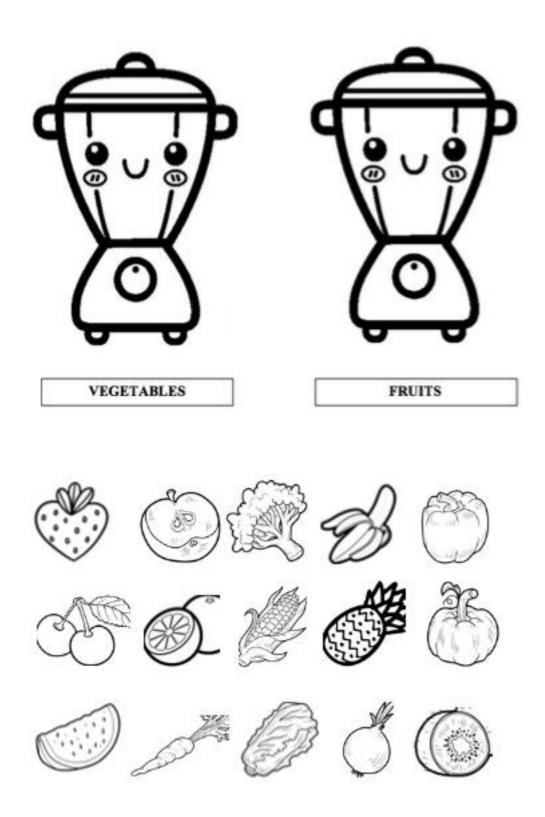


13.9. OUR LUNGS

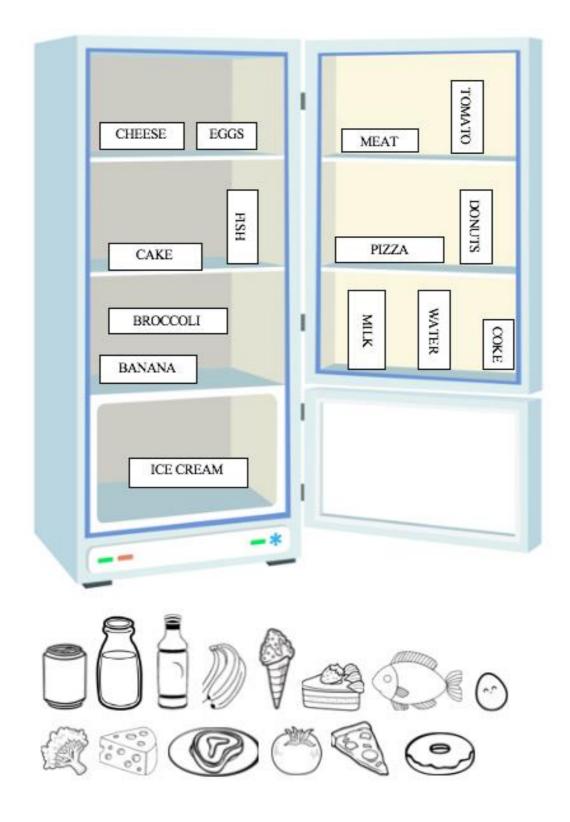




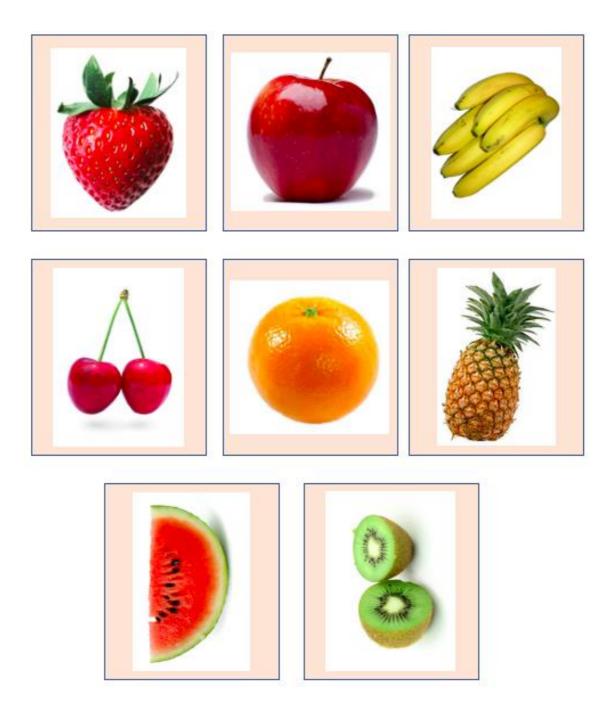
13.10. MILSHAKE PLEASE!



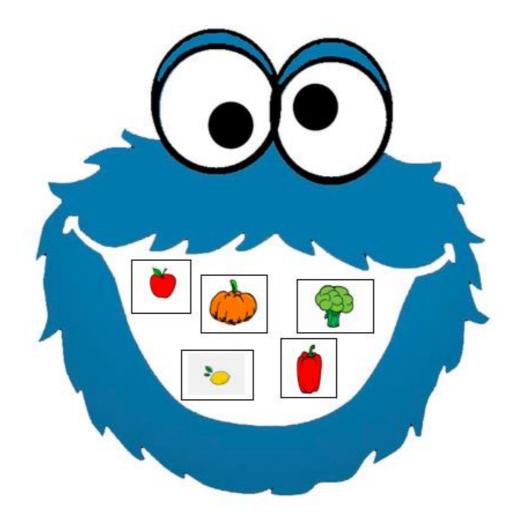
13.11. FILL THE FRIDGE.

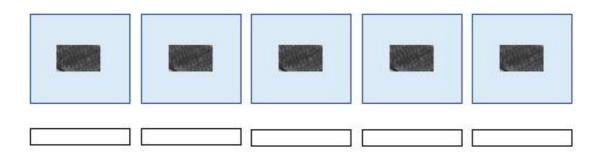


13.12. WHAT FRUIT IS IT?

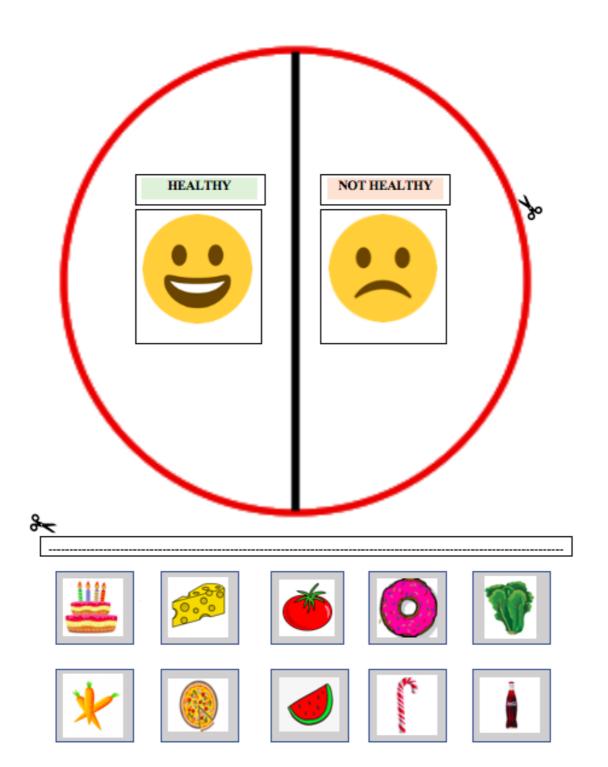


13.13. GLUTON MONSTER

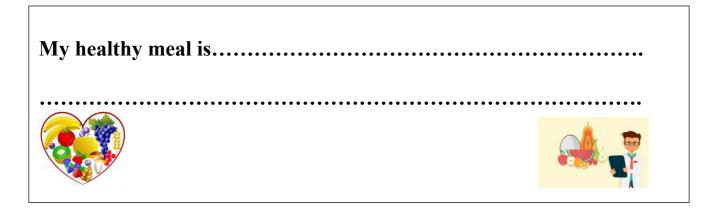




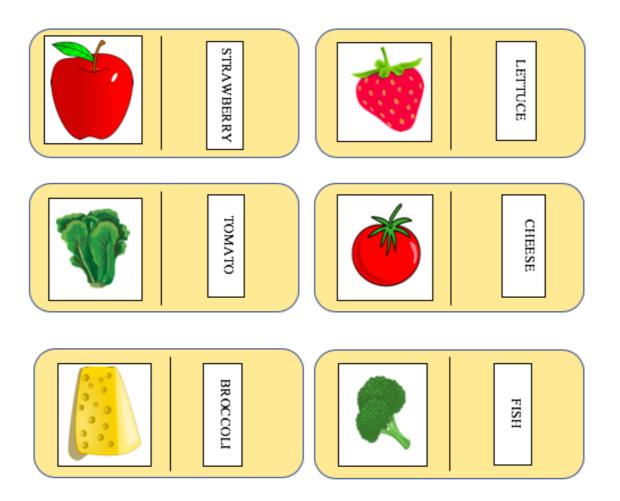
13.14. WHAT IS HEALTHY?



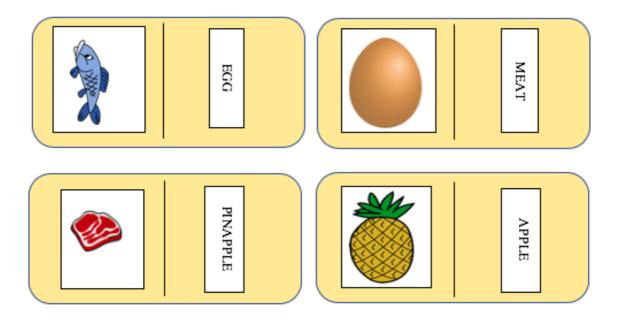
13.15. HEALTHY MEAL CARD



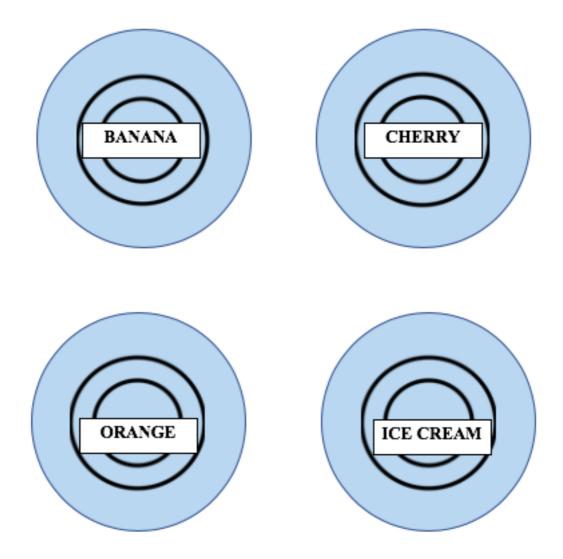
13.16. FOOD DOMINO

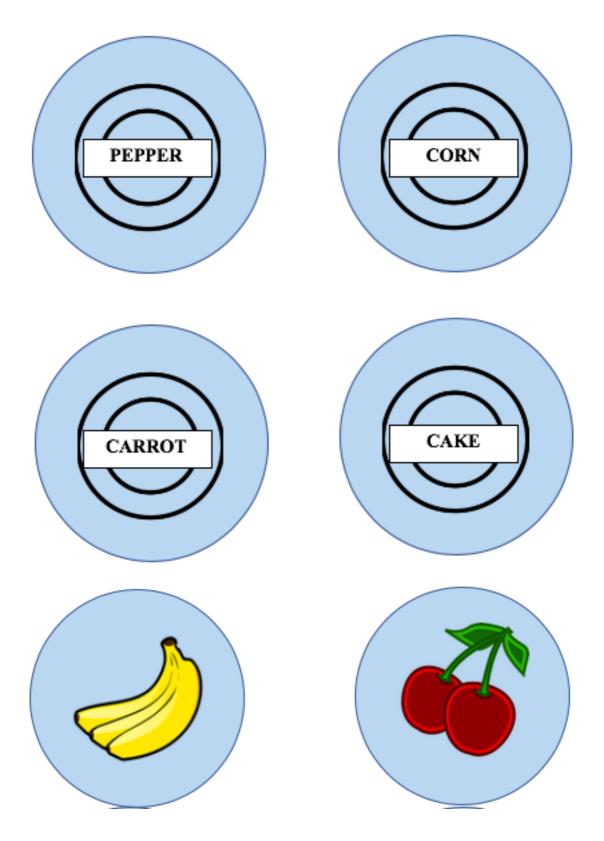


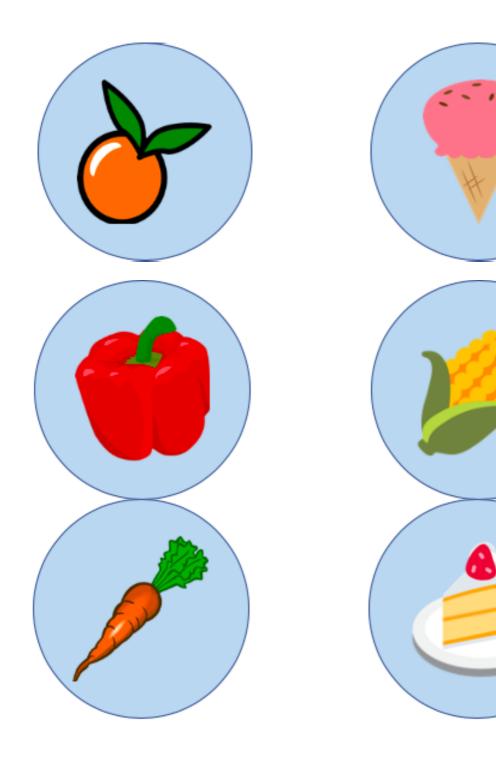
1º Educación Primaria



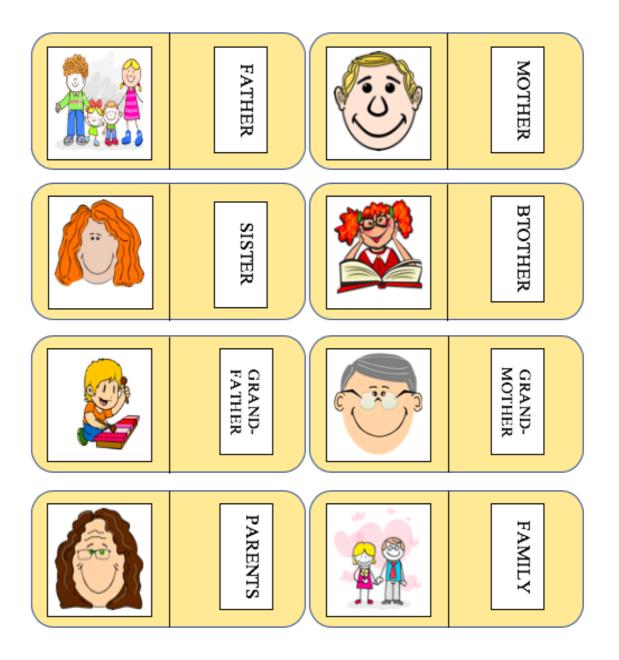
13.17. FOOD MEMORY



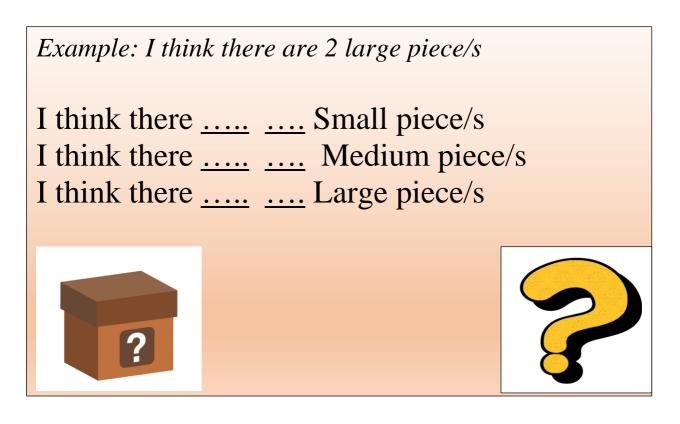




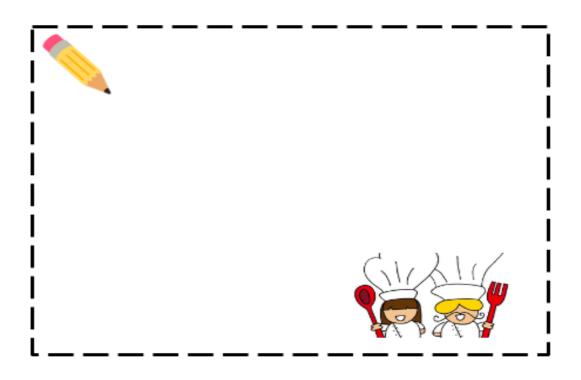
13.18. FAMILY DOMINO



13.19. HOW MANY CAN YOU COUNT?



13.20. DRAW YOUR FAVORITE PART



13.21. MONEY COINS



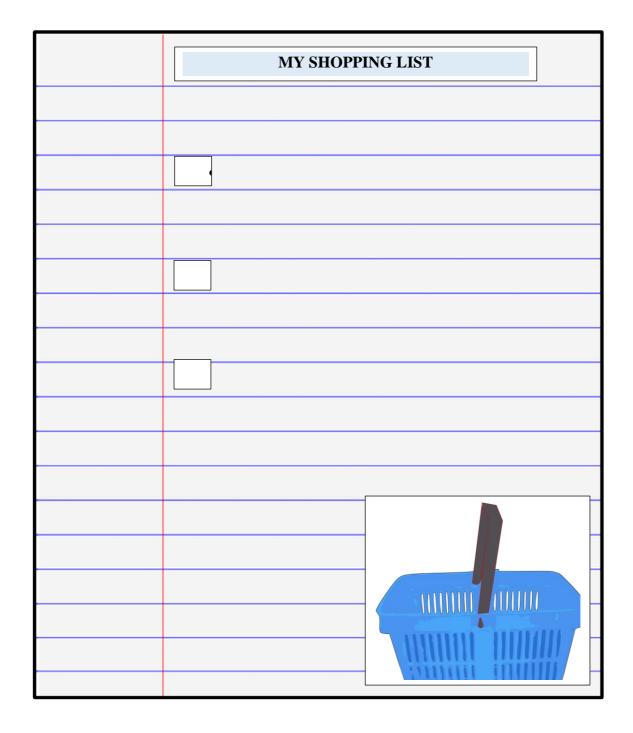
13.22. MONEY BILLS



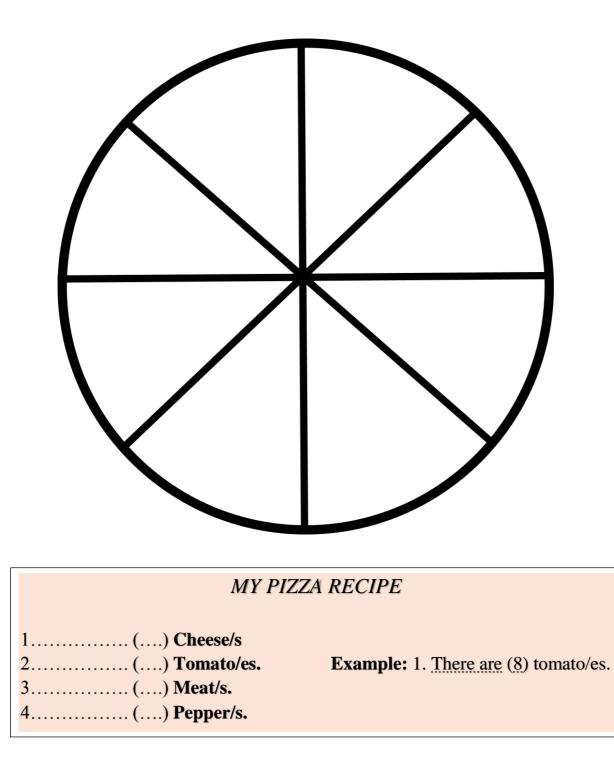
13.23. FOOD MAGAZINE

115	How many coins do you need?
275	How many coins do you need?
	How many coins do you need?
3.95	How many coins do you need?
DAMON Y QUESO 0555 04	How many coins do you need?

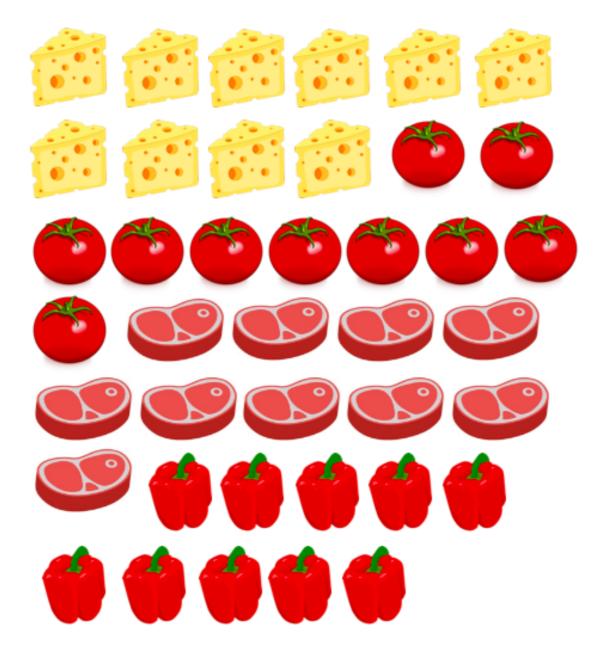
13.24. WORK FOR A DAY



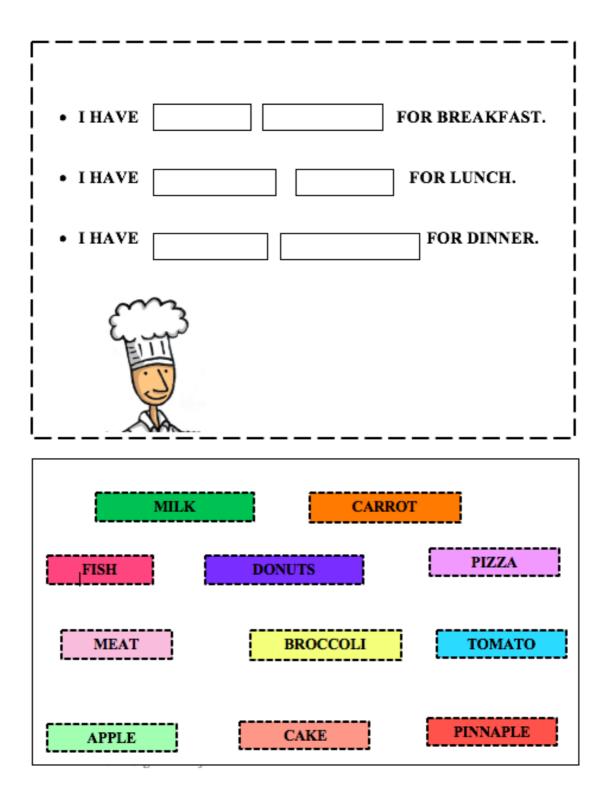
13.25. OUR PIZZA RECIPE



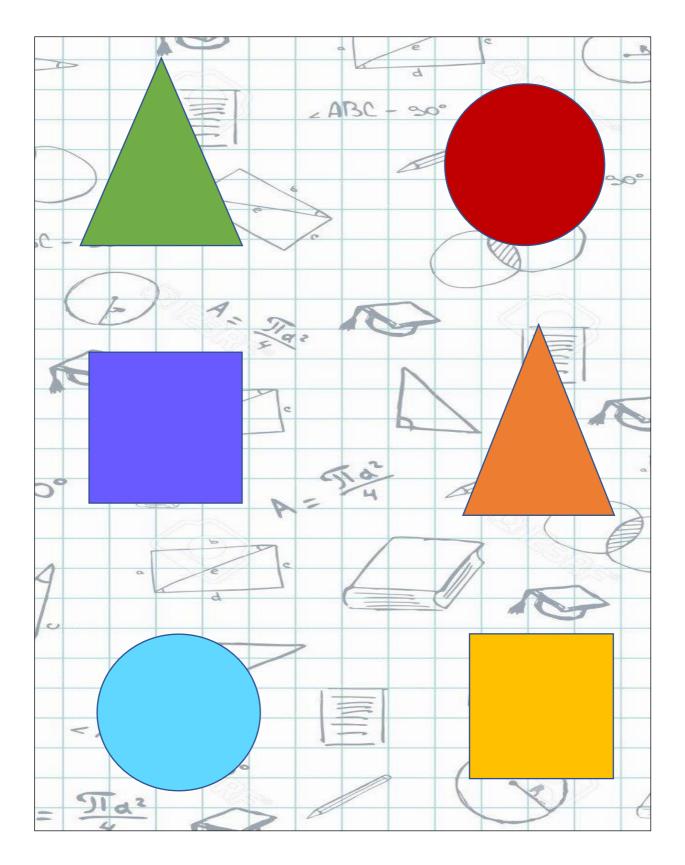
13.26. PIZZA INGREDIENTS



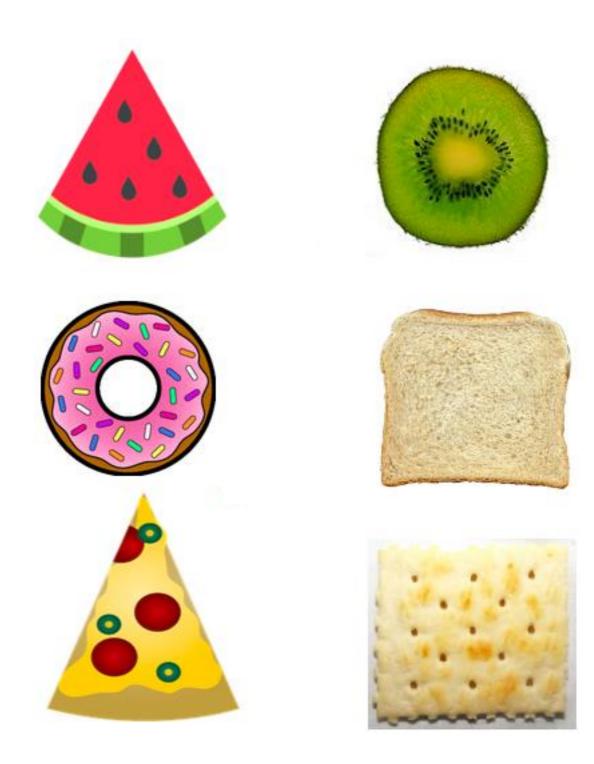
13.27. MENU FOR A DAY



13.28. GEOMETRIC FIGURES



13.29. FOOD SHAPES



13.30. LYRIC OF THE VIDEO



Do you like broccoli? Yes, I do! Do you like ice cream? Yes, I do! Do you like broccoli ice cream? No, I don't. Yucky!

Do you like donuts? Yes, I do! Do you like juice? Yes, I do! Do you like donut juice? No, I don't. Yucky!

Do you like popcorn? Yes, I do! Do you like pizza? Yes, I do! Do you like popcorn pizza? No, I don't. Yucky!

Do you like bananas? Yes, I do! Do you like soup? Yes, I do! Do you like banana soup? No, I don't. Yucky!

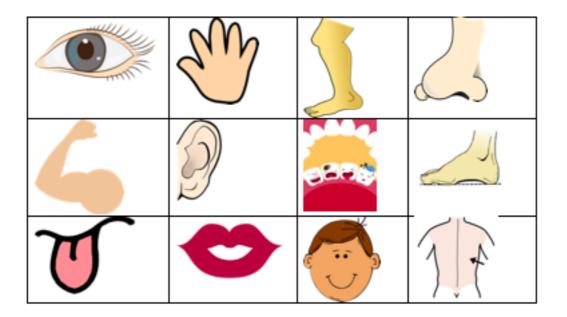


¿Te gusta el brócoli? ¡Si! ¿Te gusta el helado? ¡Si! ¿Te gusta el helado de brócoli? No ¡Asqueroso! ¿Te gustan las donas? ¡Si! ¿Te gusta el jugo? ¡Si! ¿Te gusta el jugo de donas? No ¡Asqueroso!

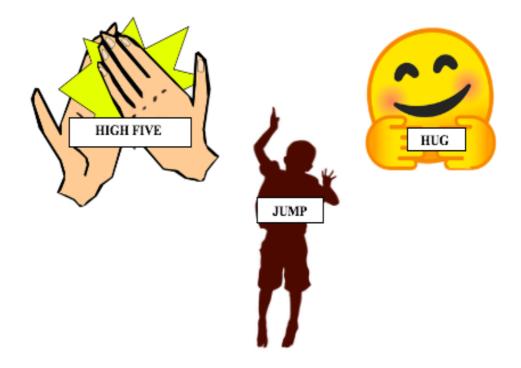
¿Te gustan las palomitas de maíz? ¡Sí! ¿Te gusta la pizza? ¡Sí! ¿Te gusta la pizza de palomitas de maíz? No ¡Asqueroso!

¿Te gustan las bananas? ¡Sí! ¿Te gusta la sopa? ¡Sí! ¿Te gusta la sopa de plátano? No ¡Asqueroso!

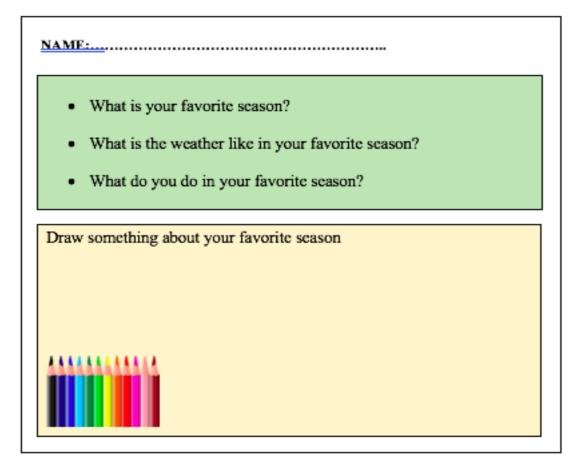
13.31. BODY PARTS BINGO



13.32. DOOR'S GREETINGS



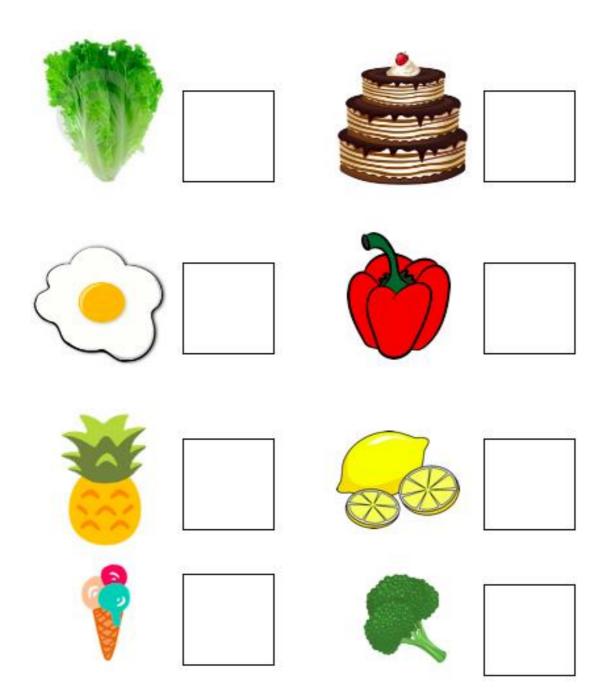
13.33. FAVORITE SEASON



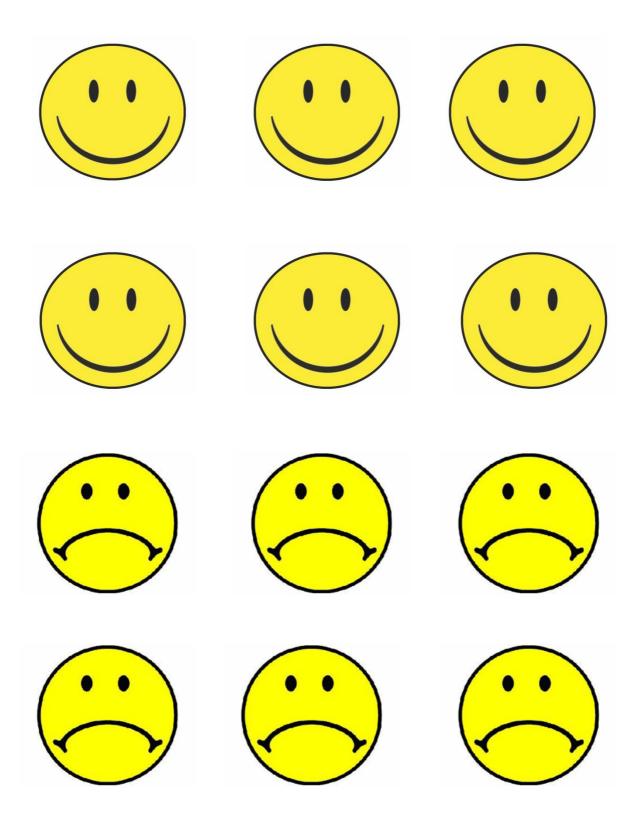
13.34. THINKING CORNER



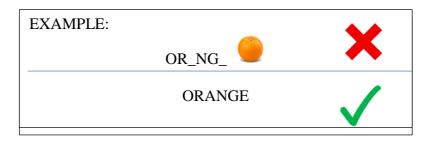
13.35. HAPPY/SAD FACE



13.36. HAPPY/SAD FACE

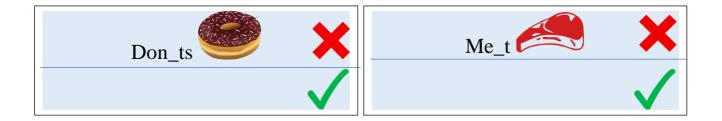


13.37. COMPLETE THE WORD











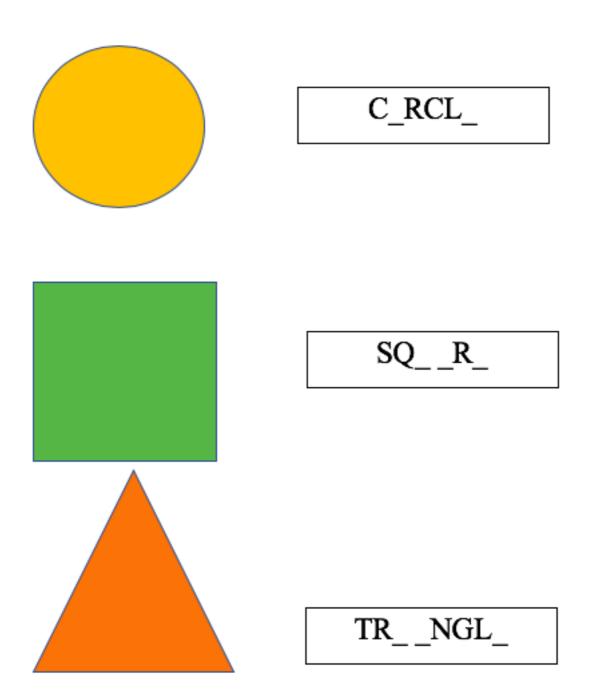
13.38. COLLECTION CARD



13.39. RUBRIC

SELF- ASSSESSMENT	1 (Few)	2 (Regular)	3 (Good)	4 (Great)	5 (Super)
I had fun with the activities.					
I have respected to my peers in the activities.					
I have been responsible.					
PROJECT					
I have learned with the activities carried out outside the classroom.					
The project has been easy for me.					
I have learned new vocabulary.					

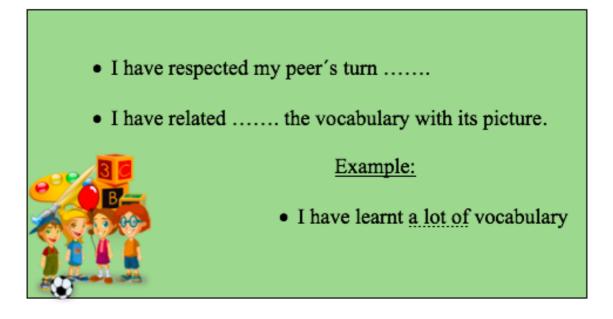
13.40. GEOMETRIC FIGURES REVIEW



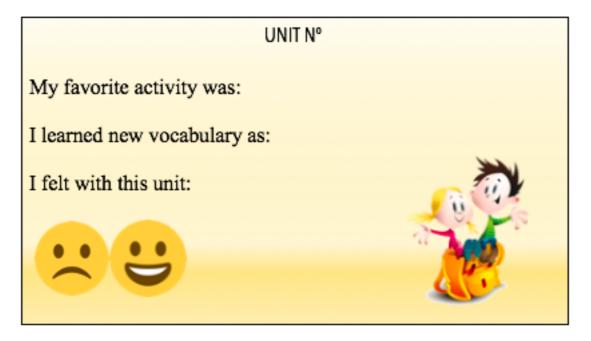
13.41. WARM UP



13.42. GAME WORKSHEET



13.43. COLLECTION CARD EXAMPLE



13.44. SECUENCIACIÓN UD.

Didactic Unit	Objective	Cross- curricular references	Lexis	Grammar	Readings
<u>Unit 1:</u> My body	Join learning together with the activities carried out on the human body in "Our knowledge book".	Natural science	Parts of the body (eye, arm, leg, head, ear, nose, etc.). Daily routines (sleep, wash your face, have breackfast). Digestive system (lungs, stomach, large and small intestine).	 Interrogación: Wh- questions (Bloque 5). What is the name of this part? Expresión de la cantidad: cardinal numbers (Bloque 5). Ten fingers. Expresión de la posesión: I have got (Bloque 5). I have got two legs. 	How food travels in the body (Baby professor, 2017) Me and my amazing body (Joan Sweeney, 2000)
<u>Unit 2</u> : Seasons	Join learning together with the activities carried out on the seasons in "Our knowledge book".	Social Science	<u>Seasons (</u> summer, spring, winter and autumn). <u>Weather</u> (sun, cloud, rain, snow, etc.). <u>Months</u> (January, February, March, April, May, etc.). <u>Clothes</u> (shorts, scarf, hat, dress, flip-flops, etc.)	 <i>Expresiones</i> <i>temporales:</i> divisions and indications of time (<i>Bloque 5</i>). Today, tomorrow, yesterday. <i>Expresión del</i> <i>tiempo:</i> Present simple (<i>Bloque</i> <i>5</i>). Today it is sunny. <i>Interrogación:</i> Wh- questions (<i>Bloque 5</i>). What's your favorite season? 	My leaf book (Monica Wellington, 2015)
<u>Unit 3</u> : The picnic	Join learning together with the activities carried out on the food	Mathematics	<u>Food</u> (apple, banana, cherries, corn, carrot, lettuce, onion, etc.) <u>To talk about food</u> (healthy/unhealthy)	- Expresión de existencia: There is/There are (Bloque 5).	Food! By the cookie monster (Random House, 2006).

	in "Our		Maths contents (coins,		There is one	Pizza! An
	knowledge		bills, geometric figures)		cheese.	interactive
	book".					recipe book
			Buyers and sellers' expressions (Good	-	Expresión de	(Lotta Nieminen,
			morning, excuse me, I		cantidad:	2017).
			want Thanks, see you		cardinal numbers	,
			soon)		(Bloque 5).	
			Menu expressions (I		Five tomatoes.	
			havefor breackfast/lunch/dinner)	-	Interrogación:	
					Wh-questions	
			<u>Adjectives</u> (big, small, sweet, acid, green/red,		(Bloque 5).	
			etc.).		What is this?	
				-	<i>Expresión del tiempo:</i> Present simple (<i>Bloque 5</i>). It is?	
				-	Adjectives (<i>Bloque 5</i>). It is big/small?	
<u>Unit 4</u> : The farm	Join learning together with the activities carried out on the animals in "Our knowledge book".	Natural Science	<u>Animals</u> (bird, horse, duck, pig, chicken, sheep). <u>Action verbs</u> (fly, swim, run, jump). <u>What they eat</u> ? (meat, plants, bread, straw). Places where they live (barn, water, tree).	-	Expresióndecapacidad:Can/Can't(Bloque 5).The horse can'tfly.Expresióndeexistencia:Thereis/Thereare(Bloque 5).There are fivebirds.Expresióndecantidad:cardinal numbers(Bloque 5).Cardinal numbers	Noisy farm, touch and feel sound book (Tiger Tales, 2013).
<u>Unit 5</u> :	Join	Physical	Prepositions and	-	Expresión del	Thomas and
Where is Santa?	learning together	Education	<u>adverbs of location</u> (on, behind, next to, under,		<i>espacio:</i> prepositions and	the Christmas
Santa	with the		in, at, near, between,		adverbs of	ornament
	activities		right, left)		location (<i>Bloque</i>	(Joan G.
	carried out				5).	Litton,
	on the		<u>Christmas</u> (Christmas		Is on/behind.	2016).
	movements		tree, present, star,	-	Costumbres y	
	and		bauble, snowman, gift)		tradiciones	

	Christmas in "Our knowledge book".		<u>Physical Education</u> <u>movements</u> (run, jump, balance, zig-zag, lame leg)	culturales de los países de habla inglesa (Bloque 6). Santa Claus/Christmas.	
Unit 6: My family	Join learning together with the activities carried out on the family in "Our knowledge book".	Social Science	Family members (mother, father, brother, aunt, etc.). Jobs (teacher, dentist, businessman, lawyer, chef, etc.). Expressions (I would like to be My father's job is will be).	 Interrogación: Wh- questions (Bloque 5). How many are there? Expresión de la entidad: nouns, pronouns, articles, demonstrative. He/She/My aunt. Expresión de la posesión y cantidad: I have got (Bloque 5). I have got one sister/Two brothers. Expresión del tiempo: Present simple (Bloque 5). She is He is not 	<i>The family</i> <i>book</i> (Todd Parr, 2010)
<u>Unit 7:</u> Feelings	Join learning together with the activities carried out on the feelings in "Our knowledge book".	Ethical Values	<u>Feelings</u> (sad, happy, worried, surprised, angry). <u>Expression (</u> I feel).	 Interrogación: Wh- questions (Bloque 5). How do you feel? Expresión de la cualidad: very + adj. (Bloque 5). Very happy/sad. Expresiones temporales (Bloque 5). Now, yesterday. 	The color monster (Anna Llenas Serra, 2014).

Unit 8: We listen	Join learning together with the activities carried out on the phonetics in "Our knowledge book".	This unit is based on English	Sounds vocabulary (snake, sun, ball, bee, honey, head, run, red, tomato, tornado). <u>Mouth articulation</u> (open, close, whisper, smile)	 Sonidos característicos de la lengua inglés. Sonido de vocales y letras (r,t,s,b,h). Expresión del tiempo: Present simple (Bloque 5). It is the sound it isn't. 	Lots of tongue twisters for kids (Whee Winn, 2019).
<u>Unit 9:</u> It's time for holidays	Join learning together with the activities carried out on the summer in "Our knowledge book".	Social Science	<u>Summer</u> (beach, swimming pool, sun, ice cream, flowers, field) <u>Clothes</u> (dress, t-shirt, sunglasses, flip-flop, shorts, swimsuit). <u>Action verbs</u> (swim, sunbathing, play, read, draw, listen to music, go camping).	 Expresión del tiempo: Present simple (Bloque 5). I go to the beach. Expresión del espacio: prepositions (Bloque 5). At school, in the sea. 	Summer days and nights (Wong Herbert Yee, 2013).
Unit 10: Review. Our knowledge book	Join learning together with the activities carried out on "Our knowledge book".	This unit is based on English and the rest of the subject worked	Body parts, seasons, food, animals, family, feelings, sounds, summer.	 Expresión del tiempo: Present simple (Bloque 5). I know how to say This is 	Students could read their own activities of their knowledge book.

THE END Thanks for reading!

