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INTEGRATING THE AGENDA 2030 IN THE CLIL CLASSROOM

Annual Syllabus for a 3rd Grade Pre-Primary Education classroom

María Álvarez Rodríguez

Directora: Dra. Magdalena Custodio Espinar

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Programación Didáctica Anual de Aprendizaje Integrado de Contenido y Lengua (AICLE)

3º Educación Infantil (5-6 años)

ABSTRACT

This End-of-Degree Project consists of an Annual Syllabus. It is targeted for the third and last year of Pre- Primary Education. The Syllabus approaches contents of the three areas of the curriculum in a transversal way, in order to learn content and language in an integrated way, which is known as the CLIL approach (Content and Language Integrated Learning). In this context, the first foreign language (English) is used as a vehicle for instruction. Likewise, this work is divided into two fundamental parts. The first one is manifested by the theoretical outline, sociocultural context, CLIL foundation, and the legal framework, in which this proposal is applied. It also comprises the activities and resources required to shelter the contents and accomplish the objectives, the approaches used to safeguard attention to diversity, complementary doings, the Tutorial Action Plan (TAP) and the policy of partnership with families. Secondly, the didactic units directed to the corresponding course are presented. They include the resources used, and the common yarn of the Annual Syllabus: The Sustainable Development Goals (SDG) belonging to the 2030 Agenda developed by the United Nations in 2015. This common thread will be developed through three projects, made one for each trimester of the school year, extremely bonded to the three curricular areas and three literary genres to effectively integrate the language in the projects. Additionally, the general theme is essential for upholding the enthusiasm of the pupils and endorsing the progress of the intercultural competence, of supreme standing in CLIL.

Keywords: CLIL, SDG, Agenda 2030, CLIL Didactic Units and Pre-Primary Education.

RESUMEN

Este Trabajo de Fin de Grado consiste en una Programación Didáctica Anual. Está destinada al tercer y último curso de Educación Infantil. La Programación aborda contenidos de las tres áreas del currículo, trabajadas de forma transversal, con el fin de aprender y trabajar los contenidos con la lengua inglesa de forma integrada, más conocido como el enfoque AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera). Este Trabajo de Fin de Grado, pretende que la Lengua Extranjera sea el inglés, como vehículo de instrucción. Asimismo, este trabajo se encuentra dividido en dos partes fundamentales. La primera se manifiesta por el marco teórico, el contexto sociocultural, la fundamentación AICLE y el marco legal en el que se aplica la propuesta. Comprende también las actividades y los recursos necesarios para albergar los contenidos y lograr alcanzar los objetivos, los enfoques utilizados para salvaguardar la Atención a la Diversidad, las acciones complementarias, el Plan de Acción Tutorial y la política de colaboración con las familias. En segundo lugar, se presentan las unidades didácticas, dirigidas al curso correspondiente. Incluyen los recursos utilizados y el hilo conductor de la Programación Didáctica: los Objetivos de Desarrollo Sostenible (ODS), pertenecientes a la Agenda 2030 de las Naciones Unidas. Este hilo conductor se desarrollará mediante tres proyectos, realizados un por cada trimestre del año escolar, muy ligados a las tres áreas curriculares y a los tres géneros literarios para integrar efectivamente el lenguaje en los proyectos. Además, los ODS son fundamentales para mantener el entusiasmo de los alumnos y avalar el progreso de la competencia intercultural, de suprema importancia en el método AICLE.

Palabras clave: AICLE, ODS, Agenda 2030, Unidades Didácticas AICLE y Educación Infantil.

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1. GENERAL PRESENTATION

This final degree project is an annual syllabus for the third year of Pre-Primary Education, through CLIL (Content and Language Integrated Learning) approach. As it will be presented below, the annual syllabus is targeted for students in their last year of Pre-Primary Education with an average age of five years old. It is the last level of Pre-Primary Education, defined as a crucial period in which pupils are starting to discover who they are as individuals. Factually, this syllabus serves teachers to support them in designing and overseeing the education of students in the elected field. In addition, whilst developing this syllabus, there will be considered pupils' previous knowledge, backgrounds, interests and needs.

The syllabus is divided into two distinct and linked components. The first one is related to the academic and legislative outline, which encourages the design. It also integrates the context in which the project is implemented the psychoevolutive characteristics of pupils, learning objectives, contents, and evaluation strategies applied, which are based on the Royal Decree 1630/2006 29th December, and the Decree 17/2008, 6th March for Pre-Primary Education. These curricular components are intended within a CLIL framework. Moreover, the theoretical foundation of this syllabus contains the activities and resources necessary to deal with the contents and accomplish the objectives, as well as the approaches used to guarantee attention to diversity in line with the Tutorial and Cooperation with Families plans.

The second part consists of fifteen didactic units, in which the notional framework is laid into practice. The units are grouped into three projects, all of them are based on the Agenda 2030 and the Sustainable Development Goals, which are a universal call from the United Nations Foundation to take action to eradicate poverty, defend the Earth and enhance the expectations everywhere. There are seventeen goals, which have been adopted by all United Nation Member States in 2015. They are the main components of the 2030 Agenda for Sustainable Development which set out a fifteen-year plan to undertake the Goals. The introduction of these targets in the programme is aimed because of the profound transformation schools and society need, for creating a more balanced planet and to connect with sustainability-related topics as defined in the SDGs: human beings ought to turn into sustainability shift-producers.

Furthermore, individuals demand the knowledge, abilities, beliefs, and mindsets that enable them to promote to environmental progress. Education, thus, is essential for the attainment of sustainable improvement. Still, not all sorts of education provide for sustainable development. Education that stimulates economic expansion only, might well also start to a rise in untenable utilization shapes. The now glowing-recognised line of Education for Sustainable Development (ESD) allows pupils to revenue well-versed choices and accountable activities for eco-friendly veracity, economic capability, and a fair culture for present-day and upcoming peers. ESD has to be assumed as an indispensable percentage of worthy education, intrinsic in the notion of enduring learning: entirely all educational organizations, from kindergarten to tertiary schooling and in non-formal and informal education, can and must ponder it to their duty to contract intensively with materials of maintainable progress and to stand-in the development of sustainability skills.

The approach meant for boosting this syllabus is Content and Language Integrated Learning (CLIL). It is developed in the European Union to promote bilingual education and multilingualism (Lasagabaster & Huguet, 2007). In Spain, CLIL has been recently implemented in Pre-Primary stage, as it will be explained below. From the point of view of CLIL principles, they pursue students to learn at their own rhythm, considering-their primal interests. Families also have a really important role in bilingual education, in order to consolidate learning and assure that working at home follows the same path as school operations. Consequently, the student is the main character of the syllabus and of its own learning development through the integration of both, content, and language. Activities planned in the units pursue to inspire pupils and drive them along this process.

Finally, it is essential to emphasize that I have decided to develop a CLIL project for Pre-primary students due to the challenging work it is. Planning a project of these magnitudes is not easy, as teaching a foreign language for so small children. I consider that languages and their learning processes are essential in the integral development of the students. Objectively, while building this project, I have reached the conclusion that I have carried out everything that I have studied all over these years.

I started this quest without realizing all it would teach me, not just regarding CLIL approach, but then just about discovering me as a teacher. It has been a really lengthy development, which has involved quite lot of hard work, investigating, and organizing.

Nonetheless, it has been a challenge which has produced me wonder on the teacher style that I want to be. I strongly consider that foreign language is an indispensable part to a complete intellectual and cooperative development, so as, learning a language at a young period of age has many advantages. Concluding, through this annual syllabus I realize about everything I have studied during this degree, and I hope it can underwrite to the type of Education that I trust in.

2. THEORETICAL FRAMEWORK

2.1 Bilingual Education

As it is stated above, CLIL stands for Content and Language Integrated Learning. It is a dual focused educational approach, in which an additional language is used for both, content and language learning (Coyle et al., 2010). It is a really ground-breaking concept, in which language and content are interwoven. CLIL suggests early students lifelike opportunities to learn, in a contextualized manner. Subsequently, Bilingual Education addresses the following objectives (European Communities Commission, 1995):

- To encourage the acquisition of new knowledge.
- To bring school and the entrepreneur sector closer.
- To battle exclusion.
- To develop proficiency in English language.

This was the beginning point for the execution of a multilinguistic policy in Europe, when CLIL turned out to be widely held among most European nations. This leads us to 1996, when the British Council and the Ministry of Education and Science unveiled a Bilingual Programme, developing a unified programme. This plan was firstly promoted in 135 public Pre-Primary, Primary and Secondary schools, at a national level (Ministerio de Educación Cultura y Deporte, 2016), and it has moved other associations to acquire CLIL productions.

In 2004, according to the European regulations which advised in a reinforcement in teaching of foreign languages and the promotion of a multilingual policy in the European Union (Eurydice, 2017), the Community of Madrid executed its Bilingual Education Project, for public schools, in the Primary stage. The Organic Law 2/2006, 3rd May, of

Education also applied this reinforcement by stating "it is responsibility of the education authorities to encourage an initial approach to foreign language learning in the second cycle of pre-school education, especially in the final year" (p. 256). This has been encouraged by the 50% of the open schools in the Community of Madrid that offer bilingual schooling centred on CLIL.

However, this was not kept on to reality up until 2017, when the Community of Madrid augmented the Bilingual Program to the subsequent cycle of Pre-Primary Education. The design of an adapted CLIL syllabus for Pre-Primary education is, therefore, essential to ensure good bilingual education in this stage. Nowadays, it is offered in Pre-Primary, Primary, Secondary and Formative Courses (*Formación Profesional*, in Spanish). Nevertheless, few research has been made on CLIL with Pre-Primary students so far. Maybe, the main reason is that it is tough to acquire objective facts on CLIL (Marsh, 2012). Coyle et al. (2010) also indicate that "it is often hard to distinguish CLIL from standard forms of good practice in early language learning" (page 17).

While applying CLIL with very early aged students, it is essential to be concerned about the progressive stage they are at, in this case, the preoperational stage (2-7 years old). As a result of their distinctive qualities, CLIL is needed to be tailored to their intellectual degree, and several training policies, which are needed for guaranteeing a productive teaching-learning process. Among several grants, cognitive development, motivation, and inclination to discover other languages, are in charge of immediately focus on the goal lines which have been placed by the European Commission (1995). Likewise, these objectives also match up with those on the Promoting Language Learning and Linguistic Diversity Action Plan (2003).

2.2 Agenda 2030 and the SDGs

The Sustainable Development Goals (SDG) are a universal joint call from the United Nations Foundation to take action to eradicate poverty, safeguard the Earth and increase the life expectancy of every living being. There are seventeen targets, which have been embraced by all United Nation Member States in 2015, as percentage of the 2030 Agenda for Sustainable Development which placed out a fifteen-year proposal to reach the Goals.

Nowadays, growth is being made in almost all nations, but, generally, activity to pick up the objectives is not yet forward moving at the magnitude expected. 2022 demands to

accompany in a decade of ruthless activity to bring the Goals by 2030. With simply less than ten years left to attain the Sustainable Development Goals, globe managers at the SDG Summit in September 2019 entitled for a Decade of Action and supply for sustainable progress. Nations are pledging to mobilize finances enhancing federal employment and strengthening organizations to succeed in reaching the aims by the focus time of 2030, dropping no one at the back.

Primarily, throughout the 2020-2030 period, emerges the demand for acting to deal with increasing scarcity, encourage females, and focus on the environment crisis. More individuals across the globe are settling in healthier times contrasted to only a decade back. Additional citizens have gained access to safer healthcare, more honest employment, and higher quality education than yet earlier. However, disparities and weather break are looming to reverse the profits. Venture capital in general and viable countries can let weak substantial occasions for mutual success. And the governmental, technical, and economic results are surrounded by being turned up. Only, much larger management and unparalleled adjustments are essential to support these stages of shifting with sustainable improvement purposes.

Empirically, this final degree project is extremely related to the SDG number 4; also known as the Education Goal. It aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." (European Parliament, 2019). In fact, the SDG is constructed of seven targets, which are really linked to the kind of Education that I pursue, in my final degree and in my future classroom:

1. The provision of free, publicly funded, inclusive, equitable, quality education, of which at least nine years are compulsory, leading to relevant learning outcomes, should be ensured for all, without discrimination.

2. The facility of, at least, one year of free and compulsory quality Pre-Primary Education is encouraged, to be delivered by well-trained educators, as well as that of early childhood development and care.

3. The necessity to reduce barriers to provide lifelong learning opportunities for teenagers and adults.

4. Elimination of gender disparities in Education and ensuring equal access to all levels of Education and vocational training for vulnerable collectives.

5. Guarantee that all adults achieve literacy and numeracy.

6. Acquiring the knowledge and skills needed to promote sustainable development.

7. Increase the supply of qualified teachers and include international cooperation.

Actually, the world is living a defining moment for international progress with the implementation of the SDG. As Ban Ki-Moon, the United Nations Secretary-General, acknowledged, the SDG understand that youngsters are vehicles of difference when they control their endless capacity to create a better world. They also distinguish that early upbringing improvement can assist running the conversion the UN hopes to succeed for the Agenda 2030. However, the issue is: how can Pre-Primary students push the renovation the UN wants to attain by 2030? The aim of the Agenda is clear-cut, to eliminate deprivation and malnutrition, rebuild human nobility, equal opportunity beyond all, care for the world, regulate natural assets, stimulate economic wealth and nurture undisturbed and wide-ranging cultures.

Moreover, the SDG are relatively connected to the Key Competences (Eurydice, 2017), which enable Pre-Primary students to nurture as change agents, problem solvers and transition managers. Although there will be a dedicated section for Key Competences in this final degree project, it is essential to make allowance for seeing these competences in regard to the SDG, as part of sustainable development and a form of social change that requires active participation by competent citizens.

2.3 CLIL Approach in Pre-Primary

As stated above, CLIL is a dual educational approach, by which content and language ought to be blended. Language is acquired as a channel to transmit and to understand the curricular topics (contents). Hence, CLIL combines an added language applied for the teaching-learning process of content (Dale & Tanner, 2012).

Once contemplating which sort of CLIL brand to put into practice in Pre-Primary Education, it is essential to take into account our students´ developmental stage (Marsh,

2012). As it will be referred later, Piaget´s theory of cognitive developmental stages classifies third graders (5-year-olds) into the preoperative period (2-7 years old), where intuitive thinking is founded. Students aim to obtain the ability to organize the world around them, although they are still facing a huge egocentric thinking. Metacognitive strategies start to functionate, and complex linguistic structures are begun to be used. As a result, teachers should encourage slightly autonomy, using logical explanations, related to the child´s experience. Group activities, drawings, models, action activities, painting, ICT activities and realia (Santrock, 2013) are essential for teaching CLIL in Pre-Primary.

Furthermore, it is essential to increase motivation towards language learning. Coyle, (2006) considers that the combination of a second language (L2) and relevant content areas is appropriate for academic attainment and well-achieved social and cognitive skills and habits in our changing world. For accomplishing successful CLIL in Pre-Primary, some methodological approaches should be indicated. Dam (2000) explains the main features of an autonomous classroom: trustworthy materials, group design, mediation of learning responsibilities, self-assessment of learning procedures and teacher function as classroom administrator. These are the most essential questions that need to be aimed upon.

In an integrated CLIL classroom, which is considered as a research workshop, chances for teamwork are much more frequent than in a conventional school room. It is obvious that content matters, with their powerful possibility for exploration and investigation, combine a new element to class job. Learning tactics have an exceptionally high-ranking capacity with regard to the progress of student autonomy. Just pupils who have gathered to perform with particular learning skills and study abilities will be capable to grow into more self-sufficient in their learning. (Wolff, 2003).

Nevertheless, learner autonomy has usually been built principally within a foreign language context, although it can be valid for any subject context. The rest of the mentioned concepts are, from a pedagogical viewpoint, stated in the learning environment, which traditionally, is overshadowed by conclusions made beyond the classroom (by Educative Organizations or the school). Wolff (2003) assures that classrooms positioned towards learner independence, offer a learning perspective which is designed collaboratively by the proper educator and its pupils. Collectively, they place

up a sort of learning workshop, by which they research and study, consequently, they give out with their content and language knowledge in a truly inspiring sense.

Consequently, at this educational phase, it is critical that educators promote individuality, use rational similarities, related to the youngster´s knowledge and custom topic-centred emphasis, by providing assembly doings, using pictures, shapes, figurines, action facts, pictures, realia, or videos (Santrock, 2005). Corresponding to Attard Montalto et., al (2016), CLIL educators ought to take into account that they should hand out certain power across to their pupils (p. 32):

- Exercise nurturing and appreciating pupil-to-pupil communication.
- Grant learners to improve agree on content and language assessment standards.
- Concur to implement pupil-caused regulations on satisfactory classroom conduct.
- Opt to allow pupils request for new-found language when they require it, rather than training in loan the terms pupils will need.
- Reply to current demands. In pupil self-sufficiency, the predominant collective structure of learning is team design.

Additionally, CLIL suggests the occasion for students to recognise an intercultural competence well-distinct as "the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions and mindset as a global citizen" (UNESCO, 2013, p. 65). Students obtain a variety of tactics and methods from this point of view, which incomes that they are delivered with gears to entree the matter in which language is rooted. Language abilities cannot be acquired as well as being placed in a perspective, and globally, they accept principles that hold this sort of behaviour (Deardorff, 2006).

Finally, according to language understanding, Cummins (1979) distinguished between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The difference stuck between both was introduced in request to represent teachers' interest to the questions that Second Language students meet when learning. BICS implies spoken articulacy in the learnt language, while CALP indicates pupils' capability to recognize and convey, equally oral and written styles, notions and beliefs that are appropriate to triumph academically (Cummins, 1979). The names conversational ease and academic language expertise are applied interchangeably with

BICS and CALP throughout the syllabus. Mutual elements ought to be deemed when planning a CLIL annual curriculum, due to students´ capacities: they ought to understand and express concepts and ideas further from the basic concepts.

2.3.1 CLIL Methodological Principles

CLIL is based in a methodological principle which is pupil-centred, learning by performing and self-governing learning. Through cooperative learning and plasticity, CLIL tries to adapt the strategies into the pupils' demands; designing activities from an assorted and unified concept of language and content, which is attached to the curricular objectives and contents). Classroom management should ensure a positive environment, obtained with realia, furniture organization and students´ working layouts. Besides, according to Custodio-Espinar (2019), the content in CLIL lesson plans should include conceptual, linguistic, and procedural dimensions.

In 1956, Bloom graded these procedural dimensions into different thinking abilities guarded into a taxonomy, which were described as Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). With these thinking abilities, the goal line of language lessons is to bring in the learner to the position where he/she is able to achieve comprehensible input and transform it into coherent output. This taxonomy, for being well-used, needs to be met with BICS and CALP. Witting, the principal purpose of language courses should not be to bring the pupil to the top of Second Language expertise; in opposition, pupils have to attain a degree of proficiency in L2 that will permit them to keep on improving the language abilities by themselves (Dalton-Puffer, 2013).

With steady and appropriate usage of language, students will be able to accomplish L2 throughout several learning tactics: experience to real English and collaborative work. Nevertheless, these are not aptitudes which are restricted to linguistic education; they are necessary for learning to apply the foreign language at high-level thinking assignments, additionally. In nearly all lessons, educators and students start on specific theory: here and now, in the direction of leading to notional theory: complicated and rational. Instructors require to assist students create both LOTS and HOTS, in every learning situation. Matters which foster LOTS are those with questions, resembling to, when, where, which, how many and who, even though, interrogatives which build HOTS involve why, how, and further analytical issues. Holding in mind, the 4Cs outline can

assist schoolteachers and students to use some elements to impose HOTS in the teaching space, in assignments, schoolwork and ICT work. Bloom's Taxonomy will be used throughout the syllabus, with the just mentioned LOTS and HOTS. This division allows the teacher to adapt the activities, depending on the students´ cognitive development.

For CLIL to be operative, pupils ought to be cognitively employed. CLIL educators will need to be concerned about how to vigorously facilitate them to guess through and convey their own knowledge (Coyle et al., 2010). This, in point, suggests that pupils ought to be concerned of their personal learning through emerging metacognitive abilities such as "learning to learn". Hence, for CLIL education to maintain efficient knowledge, it has to respect not just the understanding and abilities, but also the cognitive commitment by the pupils. Because, in addition to the improvement of communicative proficiency, CLIL validates the suitability of combined understanding from a neurological foundation, clarifying, amongst other purposes, that cognitive plasticity is aroused (Coyle et al., 2010). Scholars want to separate how to deliberate, require to be capable in unruly resolutions, creative discerning, working to conceptualize a background over which to infer connotation and considerations.

In the CLIL classroom, students ought to perform activities such as remembering vocabulary, comparing items, or describing them. The development of cognitive skills in the English classroom will depend partly on the age of the students, and the English content studied. With Pre-Primary students, it is essential to start by stimulating observation skills, both visual and auditory. Teachers can accept responses in the mother tongue, and then, move on to teach simple words in English. The capacity of observing can be considered a prior step to the introduction of other skills, for instance, enhancing LOTS with simple activities to reinforce lexis.

Moreover, CLIL teachers also produce-multimodal input, by which contents are shown into various ways to consider different learning styles and multiple intelligences (López, Custodio & Buckingham, 2018). CLIL introduces multiple focus, enriching learning environments, scaffolding and a needing integrated curriculum. These methodological principles are in line with the ones integrated in the Order 2126/2017, 15th June, of the Educational Counselling, by which it is regulated the extension of the Bilingual Programme to the second cycle of Pre-Primary Education in the Community of Madrid. Multiple focus also is important as it makes a primordial function in the classroom:

- Encouraging linguistic learning in subject matter classes.

- Nurturing substance learning in linguistic classes.

- Incorporating various disciplines.

- Arranging learning through interdisciplinary issues.

- Sustaining expression on the learning procedure (awareness).

Additionally, multiple focus also needs to form part of a secure and enriching learning atmosphere by utilizing regular activity and discussion, demonstrating language and content all through the teaching-learning space, developing learner self-confidence to research with language and content or improving pupil linguistic consciousness. These principles must be educated through effective methodologies, learning by way of performing and meaningful and significant learning. The four abilities ought to be acquired in a fair manner to inspire students by giving the classes in an appealing direction. Finally, positive feedback must be given to students regularly (Custodio Espinar & Caballero García, 2016).

2.3.2 The 4Cs

As stated above, theoretical, and methodological principles are based on balancing content, communication, cognition, and culture. These four components are mentioned as the key elements in the CLIL structure, also named the 4Cs, according to (Coyle, 1999). Content does not only stand for obtaining educational experience and abilities, but for students creating their personal skills and knowledge (personalized learning). On top, understanding is related to thinking and cognition, and it must be analysed linguistically and challenge learners to improve new talents through contemplation and commitment, in both LOTS and HOTS.

What marks communication in CLIL is that language needs to be learnt in a framework, understanding through that language, and linked to intellectual methods. Language here demands to be crystal clear and straightforward, due to the fact that language is a network for interaction and for knowledge. According to Coyle et al. (2010) communication runs past the language rules, divided into three distinct kinds of language: of learning (lexis and grammar linked to the subject matter), for learning (language required to function in the session) and language through learning (needed to engage learners cognitively).

Culture implies to the point of exploring a separate language promoting awareness between cultures. If pupils appreciate the notion of *others,* they will also take the lead to a greater appreciation of *personality* (Byram, 2008). Intercultural factors in development design are included by contextualized references in different societies.

It is suggested that educators concentrate on repetition and reproduction, invigorate feelings, and make available for performing and managing items. As young learners (YLs) make progress and shift into the pre-operational stage, educators ought to build up faith, maintain permitting them to manage ideas, apply helpful support, promote doubts, offer clean illustrations and tales, and invigorate the sensations (Santrock, 2005). Provided that these pupils are targeted primarily on attending behaviours and leisure time events about their routine, these actions give notice about being extremely proper and efficient. It should be stated that, at this level, educators have a major and distinctive influence as role prototypes for spoken transmission. They also have a high degree of fluency.

As English teachers, our goal is to improve knowledge and communication, but for accomplishing this objective, students should use a selection of cognitive skills. If knowledge is to be preserved and to be immediately accessible for usage, then students ought to make up their particular assembly of understanding, or get to it their own, as well as they must understand in taking up liability for the administration of their individual learning (Nisbet, 1991).

2.3.3 Scaffolding

Scaffolding is named as an allegory, employed to define in what way students are capable of being supported to succeed in skills which they are not still willing to conduct by them, particularly (Bruner, 1999). CLIL learning is a process of building knowledge and language simultaneously. In every session, brand new content and language are announced to construct on the core pupils have. Interacting along with their equals, in addition to the educator and with the environment, every single pupil builds his/her own new knowledge at his/her rhythm.

In fact, scaffolding "is the steps teachers take to support learners so that they can understand new content and develop new skills" (Bentley, 2010, p. 145). Following that, the pupils are capable to manage the brand-new knowledge in various situations and

circumstances, resolving comparable troubles by themselves. It is a short-term assistance, so the instructors need to prepare for the elimination of the scaffolding. Supportive reasons are, as Meyer (2010) affirms, the lessening of the intellectual and grammatical weight of the subject, the undertaking of a particular task and the strengthening of the linguistic construction. Educators have to deliver scaffolding for content but also for language.

The expression scaffolding initially emerged in literature when Wood et al., (1976) defined in what way tutors cooperated with a student to support them resolve a unit restoration crisis. The notion of scaffolding is extremely related to Vygotsky´s concept of the Zone of Proximal Development (ZPD) and it is not unusual for the conditions to be applied compatible. Here, students can be helped to complete knowledge until independent proficiency, with support from another individual with a higher level of the developing skill. This stage is temporary, as well as the support. Even though scaffolding is frequently arranged by the instructor, it could likewise be given by a group of peers.

Corresponding to Dale and Tanner (2012), knowledge is provided through reception, transformation, or production frames. The initial ones remain for managing awareness and supporting learners to cope with data as of responses; subsequent ones assist pupils to choose, shift and consolidate data into several structures. Very last unities support scholars to generate and build rather new-found learning so as to exhibit their knowledge. To design and project assembly scaffolds the educator has to sort out a linguistic requirement assessment. In this twelve-monthly course outline, various scaffolding supplies are planned for instance, pictorial organizers, icons, flashcards, and beneficial criticism.

Factually, linguistic communication is the main goal, but non-linguistic communication can be used as a scaffolding for when expressive ability is really basic. In addition, visual organizers help maintain thinking, making visible the process of thinking and attracting students, as an assistance to linguistic communication as to create cognitive skills. These demands should be adjusted to the students at whom the syllabus is directed. Language teaching ought to acknowledge the stable improvement of the four fundamental skills (listening, reading, speaking, and writing). BICS and CALP also need to be addressed.

In line along with the Common European Framework of Reference (CEFR), the intercultural competence must also be promoted. This competence serves to pursue this aim "by the adoption of common action in the cultural field" (Council of Europe, 2009). The CEFR offers a usual starting point for instruction, studying and evaluating a Second Language by delivering through considerations concerning to language management, understanding and abilities surrounded by a selection of semantic and cultural backgrounds (Weir, 2005). Even though, the CEFR acknowledges the language student's evolution from a monocultural, unilingual talker to a plurilingual, intercultural speaker. In a gradually globalized and expanded world, pluricultural and plurilingual societies, and intercultural communication are essential to a profitable learning understanding. In other words, consciousness of cultural changes and the capability to react to them properly is critical for the successful way of Education (Figueras et al., 2005).

It is essential to lacquer regarding that, scaffolding requires beneficial and coordinated communication among a grown-up, or another pupil who are further skilled, and a student with the objective of assisting the student to accomplish a particular goal line. This implies the schoolteacher in providing a stability in the middle of a rational task for students and proper and diminishing assistance as students improve.

2.3.4 Teacher and Student role

In the line of Eurydice (2006), in CLIL projects, teachers acquire the role of professionals in single or additional non-language topics since they put together two fields of specialization, language subject and content subject. Conferring with Pérez Cañado (2017), a CLIL tutor requires to improve the subsequent competences:

- **Linguistic competence**: concentrates on BICS, the daily language; and CALP, further academic and literary language (Cummins, 1999).
- **Pedagogical competence:** teachers ought to be aware of the running approaches, the offered supplies, and the distinct sorts of valuations.
- **Scientific knowledge:** suggests the learning of the subject matter and the understanding of the abstract substructures of CLIL.
- **Organizational competence:** contains the knowledge modes, gathering and self-control tactics and the teaching-learning space organization.

- **Interpersonal competence:** it indicates to the ability to generate a sufficient classroom environment to discover as well as, to stimulate cooperative work.
- **Reflecting competence:** mentors should achieve a lifetime education with the aim of being advanced with the newest investigations.

Grating to Dale and Tanner (2012), CLIL instructors need to have a transparent knowledge of in what way their subject matter employs linguistic communication to assist the learners in various encounters related with the language of the topic. Additionally, they require to be aware of in what manner to trigger their learner's preceding understanding to support multimodal input along with directing the pupils in their learning development. Furthermore, CLIL educators have to discover by what means to evaluate their learners and how to provide profound response to them. This is also named as the bilingual teacher competence.

In line with Benson (2004), CLIL teachers ought to have certain competences, to be able to switch between various roles in bilingual education. Teachers should be able to differ between strategies and to correct and model language use. They ought to design dual-focused activities, adapting supplies and funds on their associated projects. They will, likewise, need to be willing to perform with their pupils, of different language and social environments. Likewise, this approach provides equal significance to receptive (listening and reading) and productive abilities (speaking and writing). Educators should urge students to work together in their teaching space, to make use of events which nurture them to guess, talk and contact (Dale & Tanner, 2012).

The execution of CLIL nurtures whole faculty progress and originality. It, equally, requires a shift in educators and pupils' position and allowances. In addition to scaffolding and ZPD assumptions, educators are a manual for pupils and provide for their understanding until they are willing sufficient to understand by themselves. CLIL educators must reassess in what manner students acquire both language and content and, as a significance, might frequently progress into a totally new programme (Dale & Tanner, 2012).

On the other hand, CLIL students have an active role and should complete different tasks according to the aggrupations proposed in the projects. Students also need to have a leading role in the classroom. They must participate in an active way in their learning, as

well as develop self-control and obligation for their own learning Custodio Espinar and Caballero (2016). To accomplish this, in this twelve-monthly curriculum, the application of resources that foster metacognition is suggested. Moreover, strategies as KWL charts which is a graphic organizer intended to help in understanding. The letters are an acronym, for what pupils, in the course of a class, already know, want to understand, and eventually learn) or the Knowledge Purposes Wall are used. Additionally, Pre-Primary students learn by playing and handling items. Therefore, they need to know they are protected, for being instinctive, execute various activities and permit them to realize about their own learning (Anderson, 2011).

Also, Crispin (2011) assembles a sequence of abilities that have to be examined to acquire the top independent learning. Primary, studying independently means determining targets and interests that facilitate the implementation of the job, thus, preparation is critical. It ought to be persuaded to improve an understanding around the scheduling of the assignments that are completed to understand. Besides, throughout the course of accomplishing the responsibilities, the self-sufficient pupil must be capable to appreciate what is working out, by what means it is prepared and wherefore it is completed.

Only none this, not only involves teacher education, but pupils must also be aware of policies to offset for the complexities interested in studying curricular content in an external language. Corresponding to Attard Montalto et al. (2014), some of the very significant and most challenging questions of CLIL instructors is to prepare students to be independent.

2.3.5 Activities and Resources

Tools and supplies need to be varied and competent to allow students feel in true living conditions, self-sufficiency, and collaboration for significant learning. ICT tools can develop in emerging resources, in a really motivational way. Sequencing CLIL activities need to start with diagnostic pursuits, due to the connection between contents and the benefits of the pupils, activating prior understanding about it. However, differing on the approach and the contents required, pursuits might be classified onto reinforcement, application, or extension (Mehisto, 2012).

These sorts need to be promoted for achieving HOTS and interaction. Furthermore, assessment and manufacture tasks need to be incorporated into the content studied. The

combination in the scheduling of actions centred on arithmetical tools and means which encourage the assimilation of each of these standards (Custodio-Espinar, 2019). The rational and verbal claim that CLIL indicates, not merely for learners but as well for educators, demands the proficiency of simple organisational standards that ought to be current in all kinds of CLIL object lesson plans. These tenets must be identified by each CLIL instructor and provide them as a source for the layout and supply of their object lesson plans.

According to De Diezmas et al., 2022, a specific measure was designed to determine the degree of incorporation of the CLIL methodological standards. The instrument was conceived at the back of a set of organizational principles that ought to appear in a CLIL proposal (Custodio-Espinar, 2020). Some of them, related to this point of interest are (pp. 28-31):

- Activities should link up with curricular goals, as of an attempt to content and value. They ought to be accessible and compliant, linked to pupils' concerns, accurate and inspiring, and targeted at the conclusion of duties and finishing creations. They must permit assessing content, procedure, and language in an incorporated manner.

- CLIL particular learning resources strengthen the design of supplemented learning settings where pupils can concurrently understand equally, content and language whereas, turn out to be further proficient pupils together. Predominantly, ICT incomes could critically underwrite to the advance of activities that encourage the sort of learning mandated by CLIL. ICT tools assist pupils to improve freely at their specific tempo.

- The establishment of schedules have to regard the tenets of force and repetition. Furthermore, the school room's assembly ought to exhibit a constructive, emotional atmosphere through the application of visual aids, the association of fittings or any other component that fosters communication, inspiration, and confidence. This can improve to reduce fear and the upper limit of pupils' affective sieve (Krashen, 1985).

This yearly programme recommends unique kinds of interests, having accountant in the range of learning techniques. In attendance are activities for those pupils who desire a graphic learning, auditory understanding, or manipulative education. Activities besides bring into consideration teaching-learning policies, in which the learner is the main character, approaches that consider learner independence and their connections. These

tactics inspire the growth of Key Competences, allowing personalized education (Custodio-Espinar, 2019). The entire sessions in this programme include the subsequent phases Custodio Espinar and Caballero (2016):

- **Loosening up and activation of schemata**. Activities intended to generate a learning environment. They typically start with melodies, allowing them to position themselves in a decent practice to begin every single day. It as well, integrates activities which provoke the earlier understanding of the learners about the gist that is intended for being operated on.
- **Training and cohesion**. The tutor must schedule activities to accomplish the objectives of each meeting. It is the main element of the assembly and teachers have to ensure that each pupil has entry to the matter. Scheduling activities from LOTS to HOTS demand is essential, as well as predicting the language needs of the content and set up scaffolding supplies for those scholars who require it.
- **In return to peace.** These events seek to close the session in a peaceful sense. Pupils should be conscious of what they have accomplished and exactly in what manner they have performed it. It is additionally, a wonderful instant to conduct self and pair evaluation.

On the other hand, with the aim of expanding the CLIL activities, it is essential to have social items and ICT funds. Firstly, human sources involve the individuals who contribute to the learning manner of the pupils. These is mainly, the CLIL educator, who formulates the activities and supplies essential for the scholars to convey their knowledge in a self-directed and expressive method, and the language associate, who joins in the procedure of learning contributing a native language, for instance, working in articulation and smooth discussions. Relatives are also a clue character; due to the motivation they provide for their children throughout the learning process.

In second place, physical assets permit pupils to gain access to the content in a significant manner. Tools should be designed coherently along with the goals that the CLIL tutor and pupils would like to accomplish, as making the materials connect between the different contents, the language, and the interests on students´ lives. Finally, ICT assets currently perform an essential function in schools. Technology is a source that all educators need to get in their teaching spaces, ever since it is a wonderful supply to encourage pupils.

The data and interaction equipment are an existing presence in all cultures. Societies ought to make progress alongside with it.

Furthermore, instructors cannot withdraw pupils of using ICT tools, as they are components of our lives. Specially, CLIL tutors have to learn how to use ICT tools and connect students with other realities. Most ICT tools used in this syllabus are tablets and digital whiteboards (Custodio-Espinar, 2020). These interests guarantee the dealings and, consequently, the production that fulfils the learning procedure to verify the perception of the matter. These activities habitually affect to particular verbal intellectual categories and literature results.

2.3.6 Assessment and Evaluation

Evaluation strategies ought to contain a preliminary and developmental assessment to enhance the learning procedure, and a cumulative evaluation, which measures the excellence of learning. Wever (2014) steps out a sequence of requirements that a CLIL worth evaluation must succeed. Assessment would concentrate on content and language, based on evidence- related inferences and based on predefined criteria.

While constructive assessment efforts on learning the procedure and facilitates recognize fields of development (Coyle et al., 2010), it provokes a challenge, which lies in understanding the relationship between BICS and CALP. Cummins (1979) explains that it is essential that the students receive explicit instruction about BICS and CALP, for having the instruction be cognitively challenging and meaningful. Hence, educator evaluation is supposed to additionally, incorporate pupils´ self and peer assessment skills. The first one is really important for developmental evaluation and means to the students´ personal expression on its learning method. In conjunction with peer-evaluation, scholars evaluate one alternative student applying couple reflection or entire group conversations. Pupils are offered an opportunity to intermingle between them along with reflecting about their classmates´ tasks.

As stated above, CLIL is a double approach, so assessment needs to encompass both, content, and language along with the four language skills. In fact, it is specified similar to the method of assembling and analysing a routine to deliver response to enhance the identical development in the forthcoming (Baehr, 2005). Evaluation ought to be applied merely where there are powerful occasions for advancement, as feedback would simply

be presented when it is valuable. It is successful just when the student employs the critique feedback, and the teacher brings sufficient time to provide the feedback to the scholar.

The contest when designing and assessing in CLIL approach goes through realizing about the association stuck between BICS and CALP, the cognitive demand, and the dependence on the language context. According to Cummins (1979), CALP development should be cognitively meaningful, combined with linguistic training to simplify learning and critical consciousness.

To boost learning autonomy, assessment ought to also involve the students´ reflection on the learning process. Teacher assessment should include self (learner´s own reflection on the learning process) and peer-assessment for pupils (assess one another, with pair and whole class discussions). Some examples of formative assessment tools, for language are modelling, feedback of short activities, thumbs up/thumbs down, Venn diagrams, infographics; for content: oral and written feedback, active observation checklists, rubrics, classroom minibook journal.

2.3.7 Attention to Diversity through CLIL

As stated in the Decree 17/2008, there are three different measures to attend diversity: general, ordinary, and extraordinary.

Broad awareness in diversity entails standardized methodologies, implemented to suit the syllabus to the school framework. This syllabus provides a really inclusive answer to all the curricular capacities and learning styles, as the cultural differentiations. The school measures take into account:

- Specific educational needs, which are an opportunity to promote varied methodologies for acquiring knowledge through multiple intelligences.
- Inclusive classrooms and reinforcement time and spaces.
- Curricular adaptation programmes stated by a psychopedagogical evaluation (Guidance department).

Conventional procedures suggest to the association that every educational centre must execute concerning to procedures, skills, assessment, and teaching tactics. Its purpose is

to serve diversity devoid of altering the curricular aspects (goals, subject matter, and assessment criteria).

This project will be worked through CLIL and the Agenda 2030, which is appealing meant for pupils. This attitude simplifies scaffolding and contextualized learning. In addition, duties and interests are tailored to pupils´ integral qualities and skills from LOTS to HOTS (or viceversa).

Lastly, unusual procedures deliver personal behaviours take into the school to cope with the particular education needs. These amend personal and material resources when ordinary measures are not enough (restructured individually).

In a CLIL school room, two-fold theories of a democratic school and civilization are discovered: diversity and attachment. Equally, they add to every other and prompt educators the rights of essential learning across equivalent chances, identical core curriculum, and a proper school background (UNESCO, 2013). Diversity is underlying to human minds, as the regard to others in every single aspect of lifetime. This is somewhat that youngsters should understand and acknowledge in Pre-Primary Education.

Also, in order to be a CLIL teacher, it is essential to seek for accepting student´s heterogeneity concerning various learning patterns, multiple intelligences and diversity of concerns and beliefs. Inclusion is also the following rule that fosters fairness of chances, answering to understanding requirements of all pupils, providing a unique prominence to those who are in a susceptible condition. Pérez Cañado (2017) recommends a sequence of action passages built on Spain´s present statutes: division of pupils into reduced units, favour contact between group shifting, avoid segregation, and seek collaboration.

Lastly, for CLIL curricula it is essential to draw attention to two conditions that raise diversity and inclusion: the improvement of a tutor-pupil emotional connection and the engagement of the mother tongue for particular instants.

In summary, there are leash ways to attend diversity contingent on the assistance that every single scholar requires:

- **Ordinary measures**, involving hindrance and reimbursement of content and language obstacles, deprived of shifting the core curriculum.

- **Specific measures**, targeted in the direction of creating changes and modifications for pupils to get into the course.
- **Extraordinary measures**, involving significant changes in the curriculum and/or the access to it.

3. ANNUAL SYLLABUS

3.1 Context Analysis

3.1.1 Sociocultural Context

The school in which this programme will be realized is located in the Community of Madrid. It is in Tres Cantos, situated slightly at the north of the Community. It is a public school which comprehends the Pre-Primary and Primary stages, with three lines per grade. It has good access to different public services and is about twenty minutes far from Madrid. The school participates in the Spanish-English bilingual teaching program of the Community of Madrid, so it is a bilingual centre.

The sociocultural level of the families is medium-high. Most of the student body comes from around the school, where families living in households are accommodated in single-family, semi-detached, and in some apartment buildings. For their part, families are also actively involved in the education of their students.

3.1.2 School Context

The educative staff (docent and non-docent) consists of the Headmaster, the Management team, the Deputy Teacher, Secretaries, coordinator of Pre-Primary Education, coordinator of Primary Education, the bilingual coordinator, thirty-two teachers, five native language assistants, one therapeutic pedagogue, one hearing and language teacher, a caretaker, a cook, ten dinning monitors, a part-time health technician, two maintenance officers and four cleaners.

Furthermore, the school has the following facilities: one classroom for each group (27 classes, 9 specialized Pre-Primary classrooms and 18 ordinary for Primary Education), one Assembly Hall, two computer rooms, two playgrounds (one for each educational stage), sport courts, a gym, a library with Internet access, three staff rooms and a music classroom.

According to the Order 5958/2010 7th December, which regulates public bilingual schools of the Community of Madrid, it is established that English should be taught at least 30% of the teaching time. At the school, it has been decided to teach English as a First Foreign Language, and the areas of Natural Science, Social Science, Art Education and Physical Education in English, too.

The school´s timetable is balanced by services such as prior attention, noon activities and extracurricular activities, which include futsal, basketball, judo, skating, dancing, English, painting, children's theatre, and cooking workshop. In addition, in the months of June and September, the service of *extended school* is offered for students whose parents cannot pick them up after dinning service.

3.1.3 Classroom Context

Although there are three classes in third Pre-Primary Education, the project will be focused on Year 3, Group A. There are twenty-five pupils, with more girls than boys. Some of these students present learning difficulties (slow learners), having consequences such as generally truancy, deficiency of attention, lack of routines, emotional disorders, and lack of motivation. Some students' academic performance is above average.

In Year 3 Grade A, there are two immigrant students from Morocco, who are well accepted and integrated since they started Infant Education at this school; a High Capacities student, who requires curriculum flexibilization and specific help from the Spanish Association of High Capacities and Gifted People (AESAC;). There is also a blind student who requires specific needs of educational reinforcement. This student will receive ordinary educational measures with special strengthening from the Therapeutical Pedagogue and the Organización Nacional de Ciegos Españoles (ONCE).

The class has quite good natural light, with desks organized in small groups for enhancing collaborative work. However, this space setting could be rearranged whether the activity requires. Around the walls, there are several works from the students, posters from different subjects and cooperative works. Also, there will be some distinct areas for different moments in the school period: quiet reading area, individual work area and material store area, where accessible materials and supplies for individual and cooperative work.

3.2 Psychoevolutive Development in 3rd grade Pre-Primary

3.2.1 General Description

Bandura (1986) upholds that children aged-five learn and reason from close reality and experience. Same occurs to Vygotsky's Sociocultural Theory (1934), which promotes the active contribution of pupils in addition to the surrounding atmosphere as well as the intellectual progress which forms part of the cooperative development.

Factually, the Pre-Primary child achieves greater and better dexterity in the manipulation of objects, presents a total autonomy in its personal tasks, such as grooming, dressing, eating etc. He/she dominates commuting games and initiates in ruling sports (Ajuriaguerra, 1997). Furthermore, postural and movement control is acquired, as well as the consolidation of laterality.

According to Palacios et al. (2013), the development of affective capacities is closely linked to the growth of community skills. During this course, the most important figures will continue to be parents, teachers, classmates, and siblings, influencing a lot in his/her evolution. Additionally, Chomsky (2003) declares that infants possess the instinctive capability to realize the language rules, a skill that they improve across time while living experiences and acquiring learning, such as environment interaction. Due to brain plasticity in this Pre-Primary Education level, children are able to correctly acquire the bases of new language.

3.2.2 Characteristics of 3rd Grade Pre-Primary students

Meaningful learning refers to the relation between new and acknowledged concepts in children's learning (Ausubel, 2002). Furthermore, the new assimilated information makes prior knowledge more stable and complete. Meaningful learning starts at the age of five years old. This same happens with both Specific Educational Needs students. The blind student can assure the same psychoevolutive development as the regular students do. However, the High Capacities student stands out by her lexical richness in language, her comprehension and connection of complex concepts and her pleasure for designing or resolving problems. Although she is very chaotic in routines, she also shows interest in themes which are not appropriate for her maturity: morality, justice, or wars. She is really perfectionist and loves to be the centre of attention.

3.3 Objectives

3.3.1 Stage objectives

Stage objectives are identified as the learning results which are targeted to attain in students throughout the teaching action. For acquiring the stage objectives, it is essential to take into account the ones which appear in the Royal Decree 1630/2006. However, those objectives are established by the Decree 17/2008 for the Community of Madrid, as they are the same which are going to be used in this syllabus. The general stage objectives for this CLIL syllabus are, according to the Decree 17/2008:

Article 4. Objetives.

a) Get to know their own body and the others, as well as his/her possibilities of action. Acquire an adjusted image of oneself and get to learn differences between human beings.

b) Observe and explore his/her familiar, natural, social, and cultural environment.

c) Attain a progressive autonomy in his/her usual activities.

d) Develop affective abilities.

e) Learn and maintain healthy habits related with hygiene, health, nutrition, and security.

f) Relation with the others and acquire progressively basic social rules for coexistence, as well as exercise in pacific resolutions of conflicts.

g) Grow in communicative abilities in different languages and ways of expression.

h) Commence in logical and mathematical abilities, reading, writing, movement, gestures, and rhythms.

i) Develop creativity.

j) Initiate in Science knowledge.

k) Begin in oral language knowledge through experiences.

3.3.2 3rd Grade Pre-Primary objectives

As stated in the Decree 17/2008, the objectives defined for 3rd grade Pre-Primary Education are divided into three zones of understanding:

1. Self-awareness and personal autonomy.
2. Knowledge of the environment.

3. Languages: communication and representation.

Consequently, the school environment and the teacher are responsible for selecting the goals according to the cognitive level of the pupils and the projected outcomes throughout the academic year. The objectives for 3rd Grade Pre-Primary, according to the Decree 17/2008 are shown in Table 1:

Table 1 *Third grade Pre-primary objectives by areas of knowledge*

SUBJECT AREA	OBJECTIVES
Area 1. Self-awareness and personal autonomy	1. Make an adjusted and positive image of oneself, through interacting with the other, and gradual identification of one´s own characteristics, possibilities, and limitations, developing self-esteem and personal autonomy. 3. Identify one´s own feelings, emotions, necessities, and preferences. Be able to name, express and communicate them to the others. Identify and respect the other´s feelings and emotions. 4. Make, autonomously, usual activities, increasing a confidence feeling in oneself and iniciative capability. Develop strategies for satisfying one´s own basic needs. 5. Develop habits of respect, help and collaboration, avoiding discriminating attitudes and submission or dominance behaviour. 6. Progress abilities for making front to situations where conflicts reside. 7. Progress in acquisition of habits and attitudes related with security, hygiene, and health. Appreciate and enjoy usual situations of emotional wellbeing and balance.
	1. Observe and explore actively his/her environment, interpreting about situations and

	significative effects, and interesting for oneself learning.
	2. Get to know and value basic components of natural environments and some of his/her relations, changes, and transformations, developing care, respect, and responsibility attitudes for conserving the environment.
	5. Connect with the others, in a balanced and satisfying manner, internalizing progressively social rules, and adjusting his/her behaviour to them.
Area 2. Knowledge of the environment	7. Learn and accept the rules which make possible group life and social organization ways.
	9. Use basic quantifiers. Learn about ordinal and cardinal numbers.
	14. Begin to know about time measurement and estimation. Use different time instruments.
	16. Orientate and place objects and shapes in space. Use basic space notions.
	17. Enlarge curiosity and eagerness for learning, acquiring thinking foundations and boost knowledge for understand better the environment which surrounds oneself.
	1. Use languages as a learning instrument, for representing, communicating, enjoying, and expressing ideas and feelings.
	2. Value and use oral language as a mean of relation and social regulation with the others.
	4. Learn about the intentions and messages of other students and teachers, adopting a positive attitude towards languages (mother tongue and second language).

	7. Begin to use reading and writing as a social mean of communication, exploring its functioning and appraisal as a communicative and information instrument.
Area 3. Languages: communication and representation	8. Read and write words and simple phrases.
	12. Represent, throughout body expression, simple stories.
	13. Approach to knowing artistic works, expressed into plastic, musical and corporal languages.
	16. Sing, listen, dance, and interpret.
	18. Read, interpret, and produce images in directed and spontaneous communication situations.
	19. Learn about cultural demonstrations from his/her environment.
	20. Initiate in oral language for communicating in activities. Get interest and enjoyment in participating in communicative exchanges.

Source: Decree 17/2008 6th March, for Pre-Primary Education.

3.4 Contents

As detailed in the Decree 17/2008, contents outlined for 3rd grade Pre-Primary Education are separated into three areas of knowledge:

1. Self-awareness and personal autonomy.
2. Knowledge of the environment.
3. Languages: communication and representation.

Subsequently, the school situation and the tutor are in charge of picking the contents agreeing with the cognitive degree of the students and the expected contents all over the academic year. These contents set aside for the accomplishment of the goals planned in the prior section. In this CLIL programme, contents are distributed into three large projects:

- Project I: The SDGs in my daily life.
- Project II: The SDGs in my proximate environment.
- Project III: The SDGs worldwide.

These three projects seek to underscore the significance of the SDGs and the gains of incorporating them in our lives. It is essential to organize the contents into three subpoints, one for each project. In each one, there will be stated the three areas with their blocks and the contents which are related and included in the syllabus. Contents are annexed at the end of the Annual Syllabus ([Annex 1](#), [Annex 2](#), and [Annex 3](#)).

3.5 Competency-based Learning Approach

Key Competences were presented in Spanish legislation with the overcome of the Organic Law of Education (2006), in which the term "competence" is demarcated by an intellectual environment which provides pupils the ability to understand in several situations in what way to determine every argument they may possibly have got, regardless in the classroom or out of it. However, according to the current legislation, referring to Pre-Primary Education, key competences are not compulsory to be set in. However, the application in early ages boosts logical thinking, cheerful outlook towards life or achieving the control of oral and written communication. Students develop abilities nomearlier for the future educational stage, Primary Education.

Likewise, competences get to the classes further all-encompassing and permit to be successful with separate disciplines in the even subject matter. These competences are dominant in the current programme. Key competences are those in which each individual entails to their self-consciousness and particular accomplishment, along with, to dynamic social conscience, community attachment, and occupation.

Furthermore, they are established in DeSeCo (Definition and Selection of Competences, 2002), defines what a competence is: it entails the capability to go through complicated challenges, by pulling on and assembling psychosocial supplies (involving aptitudes and attitudes) in a certain environment. Pursuant to the Recommendation 2006/962/EC of the European Parliament and Council, 18th December 2006, the Decree 17/2008, bases on the enablement of learning over competences, united into curricular organization to encourage a regeneration in educational development. The key competences are not included as such in the Royal Decree 1630/2006; however, this legal document verifies eight competences to be built:

- Linguistic Communication.
- Mathematic and Logical Competence.

- Interaction with the Environment and Knowledge Competence.

- Artistic and Cultural Competence.

- Learn to Learn.

- Personal Initiative and Autonomy.

- Digital Competence and Information treatment.

- Social and Citizenship Competence.

3.6 Complementary and Extra-curricular Activities

3.6.1 Out-of-class activities

As it has been demonstrated thanks to numerous psychopedagogues, learning also happens outside the classroom. English´s environment provides a privileged connection with the outside world, particularly with other cultures and manners of living. Through CLIL approach, students will be able to link up with the external environment, involving realistic understanding, examining nature, devising assumptions and hypothesis, and resolving challenges which appear every day in society. Truthfully, personal, and educational improvement of students ought to be backed by activities that acknowledge the development of their abilities in and out of school. Consequently, out-of-class activities are utmost, including the extensive reading programme, which facilitates the growth of literacy abilities.

In first place, out-of-class activities are those that are deemed as those that foster content and language associated to the external environment and that enhance the capacity to determine relations among what pupils have discovered in class and additional settings. These activities likewise benefit to increase scholars' enthusiasm with regard to content and language. They occur within the school timetable and are to be designed so as to strengthen the curricular matters and direct pupils to get meaningful links with the external world, concerning what they have discovered to other backgrounds. As the majority of the contents from the Decree 17/2008, will be explained all through CLIL, these activities will likewise be conducted through this methodology. Certain cases for out-of-class activities are cooking performances, psychomotor expertise activities (conducted in the schoolyard), experimentations, and treasure-hunting pursuits. Furthermore, several activities will be held up beyond the school, for instance, trips to the

market, the theatre, or recreational areas. A further exhaustive description will be put up in every project, as the activities will be connected to the contents instilled in all of them.

Secondly, it is important to separate the extensive reading programme, in which the students are reading principally for the ensuring the content, although it is an out-of-class activity due to the importance of literacy in Pre-Primary Education. Literacy is one of the greatest tools, as it is overriding for the proper improvement of several distinct abilities, and it makes available for the syllabus to be unified in a consolidative learning plan. Additionally, abundant grants are achieved when employing literacy in Pre-Primary Education: it offers students with light-hearted feelings, creates in them sensations, stirs, and builds their imagination and desire and, directly above all, fascinates them. Besides, it supports the combination of cultural and social beliefs across traditional and customary tales (De la Roz, 2019). De la Roz underlines the optimistic effect literacy holds on the subsequent three dimensions:

- **The linguistic dimension**. Literacy is deeply associated to the advancement of written and oral communicative skills. It grants pupils to connect with their peers and share tales, along with increasing their listening abilities when they are beginning to read or listen actively.

- **The cultural dimension**. Literacy requires appropriate information on further societies, cultures, places, and times. It facilitates pupils to realize that humanity is much greater than they guess, which widens their sight of the world, and unites them with varied existences.

- **The emotional dimension**. Literary narratives bring in the reader into contact with brand new, remarkable, and diverse experiences, producing new concepts, feelings, and ideas. It connects them with events that fit in to others, only that generate an expressive reaction in them. Hence, it is an exceptionally straightforward sense to act on empathy since it permits learners to recognize wherefore the fictional character do whatever they do, and, so, their capability to recognize that other individuals develop.

These dimensions profit into the extensive reading programme by combining unique tactics that seek to enhance the pupils' reading routine and to build all the directly above-mentioned dimensions. Certain activities to build up this programme will be accomplished in each class by the CLIL school teacher, others will be fulfilled by

professionals from out of the school, and last ones will come about externally to the school. All the activities from the extensive reading programme will be properly indicated and described in each Didactic Unit.

3.6.2 Complementary activities

Quitting the out-of-class activities, numerous complementary activities are additionally carried throughout at the school to request curricular content in an appealing manner. These activities could be of the standing out of the key competences, mentioned above and in line with the unifying theme of the syllabus: the SDG and the Agenda 2030.

For instance, a recycling workshop for increasing awareness in respecting the environment (SDG 6, Clean Water; SDG 7, Clean Energy; SDG 13, Climate Action; SDG 14, Life below Water and SDG 15, Life on Land). Being conscious about the value of nutrition and healthy living, an international cooking roundtable could be done, getting to be aware of different nourishments throughout the world, and the inequality in its distribution worldwide (SDG 1, No Poverty; SDG 2, Zero Hunger and SDG 3, Good Health, and Well-Being). Another example could be the organization of food drive with a local NGO or organization (SDG 1, No Poverty; SDG 2, Zero Hunger; SDG 3, Good Health and Well-Being and SDG 10, Reduced Inequalities) or scheduling a day of Zero Emissions in transport for leading to the school (SDG 11, Sustainability; SDG 12, Responsible Consumption and SDG 13, Climate Action).

3.7 Relation of the syllabus with other school programmes

Primarily, the Tutorial Action Plan (TAP) is built contained in the Educational Project (Proyecto Educativo del Centro, PEC), according to the Decree 17/2008. The TAP is a shared plan that seeks to produce amongst the educational area a background of confidence and collaboration, jointly with the academic and qualified assistance for pupils and their relatives. It is analytically designed with a medium and long-term standpoint. The Tutorial Action Plan encourages the pupils alongside their route of cognitive and social training, promoting variety and an integral improvement for every single learner. This plan runs on research practices and multiple intelligences to make pupils ready for lifetime-learning tactics, social abilities, interpersonal connections, and problem resolution. The most important targets of the TAP are:

- To compel personal and group checking.
- To support diversity and inclusion principles.
- To nurture individual interactions amongst the pupils.
- To understand by what means to evade and resolve disagreements in a calm way.
- To guarantee management along with the class educators often.
- To bring together an evaluation and assessment method of learners.
- To build up a collaboration strategy for the group.
- To determine the structure of the classroom and the location each pupil has.
- To notify families repeatedly on the advancement of their kids, containing data around the activities which occur in the school.
- To point relatives offering learning tactics and routines.
- To accomplish a teaching assessment.

In second place, the partnership with families in the learning development of their kids at school is important. This collaboration is yet further significant when pupils are learning in bilingual environments, employing a CLIL approach, as in this syllabus. A smooth-spoken and frequent communication is important to report to families regarding the teaching-learning development, the duties effectuated, and the methodologies executed.

Families will require assistance by what means to manage with the complexities their kids will encounter when learning content matters in a L2 (English). To attain this purpose, it is essential to propose regular conferences for each family to obtain feedback, contribute to diverse viewpoints, and notify on the progress of the CLIL syllabus. Welcoming families to the school and weighing on their possible knowledge of the syllabus contents, will consolidate and deepen the affiliation of all the educational community. Besides, recurring gatherings with families deliver an outstanding opportunity to distribute their viewpoints on each pupil's improvement and demands to answer disputes and struggles. This cooperative structure facilitates to assist diversity, a significant factor for the profitable improvement of CLIL in the syllabus.

4. PROJECTS

This is the most important section of all the Annual Syllabus, where the Projects and the Didactic Units that represent each of the theoretical elements stated above, are caused. The overall purpose in the wake of these projects is to bring about pupils concerned about the significance of the Agenda 2030 and how do the SDG can be applied in their daily lives, contributing to a more sustainable world, as well as, combining three literary genres (one per project, as pointed out in the Extensive Reading Programme) for students to generate awareness about how literacy influences in our daily lives.

It is essential to include the following literary genres, one per project, for initiating students in the development of the linguistic competence (CLC) and the ability to understand how the proximate and further environment works. Additionally, these genres favour broadening how students respond to new and difficult situations, as well as improving self-awareness towards other communities, forcing the student to reflect and measure inner complexity. The three genres chosen are drama, novel, and poetry. Though it is really ambitious at this age for students to create oral productions, and quite impossible, written ones, it is important to integrate literary aims for students to feel motivated towards literacy and literary skills.

For achieving these aims, the projects have been divided into three major chunks, corresponding to the three main areas worked on the Decreto 17/2008. However, although one area is predominant in each project, the three of them will be worked simultaneously with CLIL principles, to give the maximum profit of each student:

- The Agenda 2030 in my daily life (Project I, corresponds with Area 1: Self-awareness and personal autonomy). The first five units correspond to SDG 1 to 5, scheduling one goal per unit. It may feel too exhausting for students, but it is essential to work these first goals profoundly because they are the basis of the other twelve SDG. Additionally, throughout this first project, it needs to be developed an adaptation time to both, the school background and CLIL sessions. In this first project, novel genre will be worked, through different stories and tales. This first project is bonded with Education issues, in all its aspects.
- The Agenda 2030 in my proximate environment (Project II parallels with Area 2: Knowledge of the environment). Here, SDG 6, 7, 11, 13, 14 and 15 are worked

on, having one goal per unit, as in the first project. Drama will be worked on in this project, as most of the SDG taken out from this project can be acted out and dramatized. In this project, environmental concerns are assured throughout it.

- The Agenda 2030 worldwide (Project III links with Languages: communication and representation). Finally, this project covers SDG 8, 9, 10, 12, 16 and 17, with one goal per unit, excepting units 14 and 15; or 16 and 17, which their goals are extremely bonded, so they could be worked together. Finally, poetry will be taught in this project because it is the most difficult and abstract genre from the ones chosen. This project works economic matters from different points of view.

The Didactic Units arrangement results to be the one settled by Custodio Espinar (2019, p. 493), with several modifications for the Pre-Primary Education stage, the acquisition of the Key Competences and the Agenda 2030 implementation in the Annual Syllabus. Modifications include the ones stated above and differing between curricular and linguistic objectives (for working on the literary genres), for example.

Methodology used throughout these projects is mainly PBL (Project-Based Learning), where pupils perform on a task over an extensive interval of time. It employs them in explaining a real-world dilemma or responding a complicated matter. They establish their understanding and abilities by designing a result or demonstration for a real audience. Subsequent, learners improve profound content experience along with analytical reasoning, cooperation, imagination, and communication abilities. Project Based Learning releases a transmissible, productive power among pupils and educators.

About the temporalization of the projects and each Didactic Units, it is explained in detail below, taking into consideration the Order 1734/2021, of the Education Counselling, by which the educative centres of the Community of Madrid, regulate the School Calendar. By its guidelines, local and national festivities, complementary activities, or extracurricular ones are taken into account for not scheduling activities those days. Temporalization scheduling is stated in Annex 4.

Last but not least, as teacher self-evaluation and reflection is really important in this educational stage, so as it is shown in Annex 5, these projects have a teacher checklist to see if all aspects have been reached by far. It should be filled in by the Language Assistant and the families, which both components are immersed in the teaching-learning context.

4.1 Project I. The Agenda 2030 in my daily life

It is important to take into account that throughout this first project, it will be created a common big product, which is an ebook manufactured with the app "Storyjumper". In this way, ICT resources will be applied across the project, as well as, the usage of different communicative skills, considering the first genre worked through, the novel: reading some previous stories for having ideas, deliberating in small groups, and writing the story, recording with their own voices the created stories etc.

However, this big final product is going to be scaffolded within the units, having sample products in the units, and when joining all these, having designed the large product.

4.1.1 Didactic Unit 1. What does poverty mean?

DIDACTIC UNIT 1
Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation. **Genre:** Novel **Level:** Year 3, Pre-Primary Education (5–6-year-old pupils) **Timing:** 8 sessions at the beginning of the first trimester, in 3 weeks. **Description:** In this unit, SDG 1 (No Poverty) is worked out. However, an overview to the Agenda 2030 and several introductory themes and activities to the new school course will be conducted, before getting into matter with the SDG wrought: students identify the school as a nonviolent room to be and to learn, as well as comprehend the habits trailed in the CLIL classroom. On top, the novel genre is introduced in the course. **Product:** An ebook. In this Didactic Unit, brainstorming about stories ´structure: introduction, crux, and outcome. Story draft about inequalities in small groups.
CONTENT

Contents from the Decreto 17/2008:	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
Conceptual: • Human body: characteristics and differences in bodies. Identification and localization of external and internal parts in bodies. • Health and selfcare. • Personal hygiene. Acquisition and practice of healthy habits: exercise, rest, and diet. Procedural: • Elemental habits of organization, certainty, attention, initiative, and effort in one´s own activity. Attitudinal:	• Competence in Linguistic Communication. • Interaction with the Environment and Knowledge Competence. • Learning to Learn. • Cultural Awareness (retrieved from Byram, 1997): — Savoir être / Attitudes. Usage of texts from students who are part of	SDG 1 (No poverty) favours students´ awareness about different social realities and inequalities. Furthermore, this SDG encourages pupils´ awareness for reducing poverty dimensions and enhancing appropriate social protection measures at personal and local levels. Additionally, this first unit serves as an introduction to

• Abilities for interaction and collaboration, positive attitude for establishing affective relationships with adults and other children. • Having a positive attitude towards the foreign language. **Language contents:** • Novel part I. • Genre awareness: parts of a story.	other cultures, virtual/face-to-face encounters and cultural similarities and differences. — <u>Savoir s'engager / critical cultural awareness.</u> Critical comparison between cultures and how they deal with poverty in all its aspects.	the Agenda 2030 and how do the SDG work in pupils´ daily life.

COGNITION

Curricular objectives:
- To realize about class habits and schedules.
- To know the parts of the body.
- To compare the outside and inside of our body.
- To analyse healthy and unhealthy habits.
- To compare the structure of the Agenda 2030 with classroom´s rules.
- To accept one´s own resources and compare them to others who have more or less.
- To know about poverty and its consequences.
- To be aware of oneself learning process.

Linguistic objectives:
- To convey what basic needs they have in their daily life.
- To describe inequalities and poverty issues in a proximate environment.
- To identify the main novel sequence: introduction, crux, and outcome.

Learning outcomes:
- Students (Ss) introduce themselves to their peers.
- Ss identify the different classroom periods (start time, activity change, finish time…).
- Ss acknowledge the parts of the body.
- Ss recognize and some novel parts, in formal and informal novel texts or fragments.
- Ss list their resources and compare them with their classmates.
- Ss define poverty and identify the consequences.
- Ss distinguish the main features Agenda 2030 characteristics and contrast them with classroom´s rules: aims for improving (worldwide or in the class), a due date (2030 and the end of the course).
- Ss explore about healthy and unhealthy lifestyles.
- Ss categorize learning development.

CULTURE

Curricular objectives:
- To raise awareness on the importance of managing one´s own resources.
- To formulate greetings and farewells in English for entering and setting off.

Learning outcomes:
- Ss identify and use greetings and farewells when entering and leaving the classroom.
- Ss list the materials available in class.

COMMUNICATION

Language of learning
- Key words and concepts: food, poor, wealthy, sick, waste, and consuming products.
- Descriptive language: adjectives (hungry, lucky, poor, rich), verbs (to be, to feel, to describe)
- Simple casual phrases for welcomings and leavings (e.g., 'Hello', 'How is it going?').
- Language of setting guidelines (e.g., 'Raise up your hand' 'Maintain the schoolroom tidy').
- Connectors for adding and differing (e.g., 'I am able to …', 'I can … but I am not able to …').

- Parts of the story: title, introduction, main subject, and conclusion.
- SDG concepts related: adjectives to convey about poverty (e.g, 'I feel wealthy because I have got family and friends' 'We can eat because we can buy food, but other children cannot buy food').

Language for learning
- Discussing about poverty: 'I think …', 'In my opinion…', 'I agree…', 'I disagree…'
- Recollecting questions and answers: 'Why is there poor people?'
- Classroom language: simple casual phrases for welcomings and leavings (e.g., 'Hello', 'How is it going?') and setting guidelines (e.g., 'Raise up your hand' 'Maintain the schoolroom tidy').

Language through learning
- Language through peer communication during the activities.
- Language through explaining their personal facilities and resources (adjectives and adverbs).

ASSESSMENT

Evaluation criteria
- Accustom oneself in the environment (Community of Madrid) by holding reference positions.
- Cooperate in the order and sanitation of the shared areas.
- Locate their main body parts and recognize their body scheme entirely.
- Care about and keep back their possessions in order.
- Distinguish on elements in the direct environment.
- Recognize, appreciate, and relate affectively with their most meaningful social groupings.
- Regard the regulations of harmony of the diverse groupings to which they fit in.
- Present themselves and the most important people in their lives.
- Get to know the meaning of poverty and how it affects people in all aspects.

Minimum required
- Students (Ss) recall two situations in which they have seen poverty.
- Ss recognize each resource with what can be accomplished with it.
- Ss use formal and informal salutations appropriately to the environment.
- Ss label correctly ten body parts.

Assessment of language
- Teacher and Language Assistant's spoken language demonstrating.
- Language introduction to novel awareness.
- Thumbs up/down, mini whiteboards, random selection tools.

Assessment of content
- Teacher and peer rubric for the final poster presentation.
- Teacher oral and written feedback on the activities.

Assessment of process
- Learning Intentions Wall
- Teacher list for active observation when pupils are immersed in the activities.
- To do list about students´ basic needs.
- KWL chart.

ATTENTION TO DIVERSITY

General measures

- Multimodal input to hand over the activities, by guaranteeing all the pupils recognize and participate cognitively (hand puppet show to present the CLIL pet, chants to model the habits, branded and image flash cards in every space, realia, picture books to introduce to novel genre).
- Divide the greater group into reduced combinations to promote cooperative work.

LOTS & HOTS adaptation

LOTS: Ss draw their basic needs for having a scaffold for the final poster presentation.
HOTS: Ss make a retentive speech describing some facets of the needs they have preferred.

Attention to Diversity with the blind student

- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student

- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.

HOTS activity: generate an outline of a dream world, without poverty. Then, present it to the group in an artwork layout.

4.1.2 Didactic Unit 2. Everyone deserves to eat

DIDACTIC UNIT 2		
Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation.		
Genre: Novel		
Level: Year 3, Pre-Primary Education (5–6-year-old pupils)		
Timing: 8 sessions in 3 weeks.		
Description: In this unit, SDG 2 (Zero Hunger) is straightened out. Through it, contents such as local fooding, getting to know what is on students´ plate each meal or rendering awareness about different nourishments for students to feel conscious about food waste and food poverty issues.		
Product: An ebook. In this Didactic Unit, labelling poster with the novel sequency ordered		
Bonus activity: Cooking roundtable about food withdrawal eradication. Food drive in collaboration with local NGO.		
CONTENT		
Contents from the Decreto 17/2008: Conceptual:	**CONTRIBUTION TO THE KEY COMPETENCES**	**RELATION WITH THE 2030 AGENDA AND THE SDG**

• Human body: characteristics and differences in bodies. Identification and localization of external and internal parts in bodies. • Identification of changes in lifestyle and habits depending on the place. • Representing the human figure, differentiating body parts. Procedural: • Distinguishing progressively between reality and audio-visual representation. Attitudinal: • Abilities for interaction and collaboration, positive attitude for establishing affective relationships with adults and other children. • Positive attitude towards the foreign language. **Language contents:** • Novel II. • Sequence of a story.	• Linguistic Communication. • Learning to Learn. • Social and Citizenship Competence. • Cultural Awareness (retrieved from Byram, 1997): — <u>Savoir comprendre/Skills of interpreting and relating.</u> Literary texts from the SDG 2, or part from situations from different cultural perspectives. — <u>Savoirs/Knowledge.</u> Facts about the SDG 2: films, texts, ICT tools, realia, and guest speakers.	SDG 2 (Zero Hunger) implies, in line with the Key Competences exposed, to end hunger and ensure access to all individuals (specially people in vulnerable situations) to safe and sufficient food all year around. It also denotes to eradicate each forms of malnutrition. These indicators are all in line, particularly with the Social and Citizenship Competence.

COGNITION

Curricular objectives:	**Learning outcomes:**
• To know the main body parts. • To compare the main body parts between children who are in different nutrition situations. • To be aware about other food realities. • To identify the senses with the organs t that links to them. • To be aware of oneself learning process. **Linguistic objectives:** • To define their own sensations and perceptions about food inequality. • To describe the main characteristics and parts of a novel sequence: introduction, crux, and outcome.	• Students (Ss) identify their main body parts. • Ss recognize the main components of a novel sequence and explain the main qualities. • Ss bullet-point and describe their body parts and their feelings. • Ss differentiate between the senses. • Ss compare their body parts. • Ss bond their feelings about food inequality in emotional charts. • Ss correlate the senses with the body parts that relate to them. • Ss categorize learning development.

CULTURE

Curricular objectives:	**Learning outcomes:**
• To recognize that everybody has a different food reality. • To devise insight towards suppressing food inequalities. • To realize the diversity of students´ diets as an encouraging point.	• Ss distinguish contrasts between their peers: different food customs. • Ss detect traits in the food they eat that is different to other types of food. • Ss show respect to food differences.

	• Ss evaluate their eating behaviour and plan changes towards food inequality.

COMMUNICATION

Language of learning
- Key words and concepts: food, poor, wealthy, and waste. Parts of the body (e.g., face, arms, tummy, leg, knee, feet), senses (sight, hearing, touch, smell, taste) and sense organs (eyes, ears, skin, nose, and mouth).
- Descriptive language: nouns related to feelings (e.g., happiness, sadness, angriness, tiredness, worry, confusion), adjectives related to feelings (e.g., happy, sad, angry, tired, worried, confused).
- Language to refer to body parts (e.g., 'This is my…', 'I employ my … to …')
- Novel language: expressing emotions (e.g., 'I feel…', 'Today, I identify with *(emotion)*') and capability (can/cannot).
- Connectors for adding and contrasting (and/but).
- Connectors for offering motives (because).
- SDG concepts related: adjectives related with food language (e.g., food pyramid, food drive, inequalities, food distribution, ordinary and typical dishes)

Language for learning
- Reasoning about food issues: 'I think…', 'In my opinion...' 'I don't think...', 'That is right/wrong…'
- Relating the sense and the organ: 'I can see it with my eyes'
- Describing body parts: 'My eyes are green', 'My skin is pale'.
- Classroom language: 'What did you say?' 'Do you understand?' 'I don't understand.' 'Say it again, please.'

Language through learning
- Language through activities, tapes, ICT, cooperative work, games, and tales.
- Language through peer interface.
- Language through describing inequalities among the proximate environments.

ASSESSMENT

Evaluation criteria
- Show up a gradual realization of the body scheme and its proper control.
- Recognize the different body parts and discover them spatially.
- Show regard and tolerance towards others´ nourishments, without any kind of discrimination.
- Identify sensations through the senses.
- Express feelings throughout the body.
- Bond affectively with their most significant social groups through typical food dishes.
- Identify the main structure for novels.

Minimum required
- Ss recognize and denominate their body parts and emotions.
- Ss cause realization about food inequalities and show a committed attitude towards eradicating them.
- Ss recognize principal novel characteristics.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the spot.
- Language overview to novel understanding.
- Thumbs up/down, mini whiteboards, random selection.

Assessment of content
- Teacher oral and written feedback on the activities.
- Checklist on active observation.
- How do I feel? (Chart)

Assessment of process
- Learning Intentions Wall.
- Checklist for active observation of pupils when doing activities.
- Cooking roundtable reflection (poster).

ATTENTION TO DIVERSITY

General measures
- Multimodal input to exhibit the actions used to guarantee all pupils appreciate and connect cognitively (tales to bring about feelings, TPR pursuits, realia to acquire the senses and to cause consciousness about food inequalities, ICT games to reassure purpose etc.)
- Splitting activities into lesser parts to guarantee the insight of the procedures.

LOTS & HOTS adaptation
LOTS: denominate the body parts, identify the feelings conveyed and match emotions about food issues and inequalities.
HOTS: explore their peers' feelings towards the SDG 2 and what triggers them, propose results to the troubles originated from food inequality circumstances argued in the classroom.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.
HOTS activity: research on some food inequalities in the proximate environment and determine how can they be settled.

4.1.3 Didactic Unit 3. Stay healthy!

DIDACTIC UNIT 3

Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation.
Genre: Novel
Level: Year 3, Pre-Primary Education (5–6-year-old pupils)
Timing: 8 sessions in 4 weeks.
Description: In this unit, SDG 3 (Good Health) is worked through. Past it, contents, for instance handling emergencies, healthy habits, and lifestyles or how to prevent illnesses.
Product: An ebook. In this Didactic Unit, story creation in small groups with reinforced teacher help.

CONTENT

Contents from the Decreto 17/2008:	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
Conceptual: • Exploration of one´s own body. Progressive identification and acceptation of one´s own characteristics. • Graphic representation of corporal scheme. • Health and selfcare. • Acquiring basic lexis: food, poverty, necessities, waste, and consumption. Procedural: • Procuring a clear exposition and organization of the ideas. Attitudinal: • Abilities for interaction and collaboration, positive attitude for establishing affective relationships with adults and other children. **Language content:** • Novel III. • Story draft.	• Linguistic Communication. • Learning to Learn. • Mathematic and Logical Competence. • Cultural Awareness (retrieved from Byram, 1997): — Savoir être/Attitudes brainstorming, visual aids to create motivation, texts about learners from other cultures talking about health issues and healthy lifestyles between different cultures. — Savoir comprendre/Skills of interpreting and relating: tasks such as learners´ experience from different cultural perspectives (how does Health System differ from Spain?)	SDG 3 (Good Health) denotes targets such as reducing the global maternal mortality percentage, end epidemics of AIDS and several communicable illnesses. Through the Key Competences mentioned, there should be 8bolstered the deterrence and care of substance abuse or lessening deaths from dangerous substances and soil pollution.

COGNITION

Curricular objectives:
- To understand what health means and how to recognize it.
- To grade between physical and mental health, having both to feel in a total well-being.
- To annotate that others, have an influence in our health.
- To identify body parts and their well-being for the whole corporal and mental health.
- To be aware of oneself learning process.

Learning outcomes:
- Students (Ss) recognize what healthy habits imply and their importance.
- Ss differentiate between physical and mental health.
- Ss determine health´s characteristics.
- Ss match and list healthy habits both physical and mental.
- Ss contrast when feeling ill and healthy.

Linguistic objectives:	• Ss outline physical and mental health characteristics.
• To describe one own´s sensations if feeling ill.	• Ss sort health related jobs and their implications: doctor, nurse etc.
• To explain oneself matter for health and its physical and mental sensations.	• Ss categorize learning development.
• To manage the production of a short story, in cooperation with peers, taking into account what has been learnt previously.	• Ss correlate symptoms when feeling ill and when feeling healthy.
	• Ss collaborate in creating a short story with the techniques and knowledge obtained from previous Didactic Units.

CULTURE

Curricular objectives:	Learning outcomes:
• To highlight affecting dealings with adults and peers.	• Ss bullet-point how different health jobs support us in our day-to-day lives.
• To match healthy habits and their importance in lifestyles.	• Ss build affective bonds with adults and peers.
• To examine on the need of health-related jobs.	

COMMUNICATION

Language of learning
- Key words and concepts: illnesses (e.g., 'I feel sick/dizzy…', 'I have got flu/a broken leg/a headache/a sore throat/a tummy ache' …) and healthy habits (e.g., food pyramid, hand washing, sports, sleep, stress management or motivation).
- Descriptive language: question adjectives (e.g., 'How many people are there in class?', 'Do you feel healthy?', 'Have you got any ache?'),
- Novel language: comparisons (e.g., 'I have got a stomach-ache but my sore feels well') and reasonings (e.g., 'I … because …')
- Connectors for adding and contrasting (and/but).
- Connectors for offering motives (because).
- SDG concepts related: health, healthy habits, sick, hospital, medicines, surgery, emergency.

Language for learning
- Associating healthy and unhealthy ways of life: 'Eating fruits is healthier than eating cakes.'
- Commenting on dietary patterns: 'Drink water', 'Limit food with sugar.'
- Classroom language (e.g., glue stick, cardboard, poster, mind map).

Language through learning
- Language through describing oneself feelings about healthy habits.
- Language through the ICT contests.
- Language through peer and adult communication.

ASSESSMENT

Evaluation criteria

- Normalize the progress of tone, stance, equilibrium, breathing control, and motor dexterity, using physical and sensitive opportunities of oneself.
- Explain how illnesses affect our body systems.
- Develop independently and with initiative frequent activities to fulfil simple demands.
- Distinguish and behave on components in the current atmosphere.
- Detect, understand and pledge affectively with their highly meaningful social groups.
- Describe healthy lifestyles following a given sequence.
- Account for the key structure that novels follow.

Minimum required
- Ss identify when feeling ill or healthy.
- Ss cultivate affective bonds with peers and adults.
- Ss distinguish between physical and mental health.
- Ss recognize the main form that novels go by.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the spot.
- Language overview to novel understanding.
- Thumbs up/down, mini whiteboards, random selection.

Assessment of content
- Teacher oral and written feedback on the activities.
- Checklist on active observation.
- Teacher and peer rubric for the final mini launch.

Assessment of process
- Learning Intentions Wall.
- Checklist for active observation of pupils when doing activities.
- To do list about mental and physical health issues in the proximate environment.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to exhibit the actions used to guarantee all pupils appreciate and connect cognitively (tales to bring about feelings, realia to acquire the senses and to cause consciousness about health issues, ICT games to reassure purpose etc.)
- Splitting activities into lesser parts to guarantee the insight of the procedures.

LOTS & HOTS adaptation
LOTS: choose a character from a TV show, a film or a book and draw mental and physical healthy aspects of his/her life.
HOTS: create their own character and make up an illness which involves physical, mental (or both) problems about it to tell the class.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.

- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.

HOTS activity: investigate on some illness which do not exist in our continent and ascertain how can they be cured.

4.1.4 Didactic Unit 4. School or Education?

<table>
<tr><td colspan="3">DIDACTIC UNIT 4</td></tr>
<tr><td colspan="3">
Content area: Knowledge of the environment. Languages: communication and representation.
Genre: Novel
Level: Year 3, Pre-Primary Education (5–6-year-old pupils)
Timing: 8 sessions in 4 weeks.
Description: In this unit, SDG 4 (Quality Education) is biased. Through it, students will be able to appreciate Education as a right but also a privilege, that, unfortunately, not all children are accessible to.
Product: An ebook. In this Didactic Unit, creation story from Didactic Unit 3 into the ICT app "Storyjumper".
Bonus activity: Celebrating World Teacher Day and Global Action Week for Education.
</td></tr>
<tr><td colspan="3">CONTENT</td></tr>
<tr>
<td>Contents from the Decreto 17/2008:</td>
<td>CONTRIBUTION TO THE KEY COMPETENCES</td>
<td>RELATION WITH THE 2030 AGENDA AND THE SDG</td>
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<td>
Conceptual:

Family and school. Awareness and necessity of both throughout the function in society.
Observation, discovery, and description of proximate environment.

Procedural:

Identification of changes in lifestyle and habits depending on the place.
Initiating in using ICT instruments (computers. Cameras or MP3 players), as communicative elements.

Attitudinal:

Progressive awareness in moderate use of ICT tools.

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<td>

Linguistic Communication.
Digital Competence.
Learning to Learn.
Sense of Initiative and Entrepreneurship.
Cultural Awareness (retrieved from Byram, 1997):

— Savoir s´engager/Critical cultural awareness: critical comparisons between different cultures or societies giving out to certain issues.
— Savoir apprendre/Skills of discovery and interaction: comparison between diverse communication encounters (face-to-face or virtual) with people who have different

</td>
<td>
SDG 4 (Quality Education) suggests targets such as realizing that Education needs to be complete, free, equitable and of quality, leading to relevant and effective learning outcomes.
Because of the Key Competences stated, there should be strengthened unit covets to improve teachers´ image in society, for them to be seen as they are: real change agents.
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</table>

• Having interest in participating in oral interaction into the foreign language, by routines and habitual communicative situations. **Language content:** • Novel IV. • Ebook features (comparison with traditional books).	perspectives and negotiating cultural misunderstanding from the same issue.

COGNITION

Curricular objectives: • To know feelings that take part when describing personal experiences. • To interpret characteristics and examples of Quality Education. • To differentiate Spain´s main Education characteristics. • To contrast two countries´ Educational systems. • To be aware of oneself learning process. **Linguistic objectives:** • To illustrate their own sensations and perceptions about Education dissimilarities. • To transfer novel concepts learnt from past Didactic Units to a practical ICT context.	**Learning outcomes:** • Students (Ss) label and select the main features from the Education system they have in their country. • Ss distinguish between different Quality Education examples. • Ss group their feelings across different contexts and situations. • Ss use the features learnt to compare some countries´ Education systems using a diagram. • Ss reflect with their peers to illustrate their own feelings. • Ss put into practice what they have learnt about the novel genre within an ICT application. • Ss categorize learning development.

CULTURE

Curricular objectives: • To correlate oneself Education system and the chances it gives students to become civic citizens.	**Learning outcomes:** • Ss appreciate the importance of having Quality Education for their personal growth as human beings living in a society.

COMMUNICATION

Language of learning
- Key words and concepts: school room language (e.g., white glue, pencil, notebook) and Quality Education language (preschool, activities, classroom, teacher, lesson, student, headteacher)
- Descriptive language: Quantifiers (one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10), eleven (11), twelve/ dozen (12).
- Novel language (e.g., prose, tale, chapter, characters, protagonist, antagonist…)
- Space-associated adverbs (e.g., far, near, close to, tec.)
- SDG concepts related: school, privilege, accessibility, equality, quality.

Language for learning
- Requesting assistance (e.g., 'Can you help me…?')
- Describing oneself own feelings towards inequalities (e.g., 'It is fair/unfair…')
- Asking and answering questions (e.g., 'Where are we?' 'In the English classroom')
- Illustrate what is allowed or not (e.g., 'Waling around the pool is permitted, but running is not allowed')

Language through learning
- Language through ICT application for creating stories (e.g., adjectives: huge, strong, weak, small)
- Language through peer and adult interface.
- Language through the interaction with external individuals which are related directly with the SDG (bonus activity).

ASSESSMENT

Evaluation criteria
- Distinguish feelings through the SDG inequality in some developed and undeveloped countries.
- Turn oneself spatially by holding position ends.
- Cooperate in the order and spotlessness of common place areas.
- Hold up one's personal effects neat.
- Be aware that there are different Education systems and identify them according to some of their most important characteristics.

Minimum required
- Ss spot the most common feelings: happiness, sadness, angriness etc.
- Ss identify the main characteristics of their Education system.
- Ss compare two Education system´s characteristics.
- Ss recognize the main novel qualities.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the spot.
- Language overview to novel understanding.
- Thumbs up/down, mini whiteboards, random selection, exit slips and TPR activities.

Assessment of content
- Teacher oral and written feedback on the activities.
- Checklist on active observation.
- Teacher and peer rubric during the Global Action Week for Education.

Assessment of process
- KWL chart.
- Learning Intentions Wall.
- Checklist for active observation of pupils when doing activities.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to exhibit the actions used to guarantee all pupils appreciate and connect cognitively (tales to bring about feelings, TPR activities to work on kinaesthetic abilities, realia to acquire the senses and to cause consciousness about Education issues, ICT games to reassure purpose etc.)
- Separating activities into lesser parts to guarantee the insight of the procedures.
- Individual support for initiating into novels.

LOTS & HOTS adaptation
LOTS: make a drawing of what does school mean for them.
HOTS: research about Education on an underdeveloped country (with adults´ help)

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.

HOTS activity: pre-teach the novel lexis with examples and individual research onto the topic.

4.1.5 Didactic Unit 5. Boys, girls and…?

DIDACTIC UNIT 5		
Content area: Knowledge of the environment. Languages: communication and representation. **Genre:** Novel **Level:** Year 3, Pre-Primary Education (5–6-year-old pupils) **Timing:** 8 sessions in 3 weeks. **Description:** In this unit, SDG 5 (Gender Equality) is worked. Beyond it, pupils will be capable to grasp that all human beings are equal as well, as that this SDG is a right but also a privilege, which not all individuals care about and not every nation acknowledges. **Product:** An ebook. In this Didactic Unit, story from "Storyjumper" recording with students voices narrating it.		
CONTENT		
Contents from the Decreto 17/2008 Conceptual: • Observation, discovery, and description of proximate environment.	**CONTRIBUTION TO THE KEY COMPETENCES** • Competence in Linguistic Communication • Digital Competence	**RELATION WITH THE 2030 AGENDA AND THE SDG** Throughout SDG 5 (Gender Equality), the Key Competences are achieved

• Identification of changes in lifestyle and habits depending on the place. • Expression and communication of emotions and facts through design and plastic productions done with different materials and techniques. • Representation of the human figure, differentiating body parts. • Using progressively exact and varied lexis, correct grammatical structure, adequate intonation, suitable voice tone, right pronunciation and auditive discrimination in the foreign language. Procedural: • Clear exposition and organization of the ideas. • Causing progressive recognition in moderate use of ICT tools. Attitudinal: • Valoration and respect of rules which govern cohabitation between social groups. • Having a positive attitude towards the foreign language. **Language content:** • Novel V. • Storytelling.	• Learning to Learn • Social and Civic Competence • Cultural Awareness (retrieved from Byram, 1997): — Savoir être/Attitudes: brainstorming across the SDG or getting to know (written or orally) from learners from other cultures in relation to gender equality. — Savoir s´ engager/Critical Cultural Awareness: critical comparison between oneself country and another (preferably English-speaking country) dealing with gender equality. — Savoir faire/Skills of discovery and interaction: face-to-face and virtual encounter tasks related to the SDG, for understanding cultural misunderstandings or critical incidents.	all over targets, such as ending all forms of discrimination against a gender, eradicating the entire manners of violence, opposed to women (mostly): public and private spheres, sexual exploitation or other ways or trafficking.

COGNITION

Curricular objectives:
- To understand the basic physical differences between sexes.
- To display diverse genders, and their meaning within our always-changing world.
- To outline the richness between different genders. To respect all of them.
- To discern between sex and gender.
- To welcome oneself sex and gender.
- To acknowledge most common jobs in their proximate environment.
- To be aware of oneself learning process.

Linguistic objectives:

Learning outcomes:
- Students (Ss) label their own sexual identity.
- Ss list the story parts.
- Ss identify gender inequalities in other contexts and cultures.
- Ss distinguish most current professions into their nearest environment.
- Ss sort basic physical differences between sexes.
- Ss illustrate their peers about their own sex and gender identity.
- Ss show others a story, differing between tones when necessary.

• To describe oneself feelings towards one´s own sex and gender. • To debate (respectfully) in relation to other peers sex and gender identity. • To narrate a story, changing tone and intonation.	• Ss validate the respect given to other genders in their own cultural setting. • Ss assemble various genders, with the maximum respect to them. • Ss question themselves and with their peers about sex and gender identity. • Ss categorize learning development.

CULTURE

Curricular objectives:	**Learning outcomes:**
• To manage the diversity of cultural ideas towards gender equality prevailing worldwide. • To detect oneself cultural ideas into gender equality.	• Ss identify gender inequalities in different social groups. • Ss meet stereotypical issues and identify wrong statements which do not puzzle with today´s mindset. • Ss register different genders and distinct ways of loving someone as a couple.

COMMUNICATION

Language of learning
- Key words and concepts equality (e.g., discrimination, gender, male, female, homosexual, body parts)
- Descriptive language: imperative forms (e.g., 'Be free, stand up for your rights, be who you are).
- Novel language to structure a process (e.g., 'First…', 'after that…', 'the second step is…', 'lastly…')
- Countries of the World (e.g., Spain, Italy, USA, Mexico, Japan, Cambodia…)
- Jobs (e.g., teacher, doctor, nurse, firefighter, policeman/policewoman, salesman/saleswoman)
- SDG concepts related: rules of behaviour towards cultural misunderstandings. Gender and sex differentiation

Language for learning
- School room language (e.g., school bag, scissors, eraser, keyboard, radio, microphone, earplugs)
- Imperatives (e.g., 'Stand up', 'Feel')
- Descriptions: hair colour, hair type, eye colour, height weight, or gender.
- Language for giving opinion: I think a boy/girl… can/cannot…
- Language for understanding SDG 5: equal, different and similar.

Language through learning
- Language through the WALT (We Are Learning To) and WILF (What I´m Looking For) poster
- Language through the activities (e.g., queer, gender effect etc.)
- Language through peer and adult communication.
- Language through finding other cultures and their view of gender equality.

ASSESSMENT

Evaluation criteria
- Show up respect and acknowledgment for others´ characteristics, without prejudice of any type, and show viewpoints of support and cooperation.
- Take part in games, exhibiting motor skills in change: walk, run, jump, and manipulative abilities.

- Operate independently and with initiative standard activities to gather basic needs: personal nursing, sanitation, nutrition, sleep, wellbeing, safety, and other duties of daily life.

Minimum required
- Ss acknowledge gender equality importance in the most immediate environment: school and family.
- Ss distinct between sex and gender.
- Ss classify their culture towards others, related to inequalities.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the spot.
- Language overview to novel understanding.
- Thumbs up/down, mini whiteboards, random selection, exit slips.

Assessment of content
- School teacher oral feedback.
- Teacher list for active reflection.
- Exit slips.
- WALT & WILF picture.

Assessment of process
- KWL chart.
- Learning Intentions Wall.
- Checklist for active observation of pupils when doing activities.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to exhibit the actions used to guarantee all pupils appreciate and connect cognitively (tales to bring about feelings, TPR activities to work on kinaesthetic abilities, realia to acquire the senses and to cause consciousness about Gender Equality issues, ICT games to reassure purpose etc.)
- Separating activities into lesser parts to guarantee the insight of the procedures.
- Individual support for initiating into novels.

LOTS & HOTS adaptation
LOTS: describe how gender inequalities affect our daily lives (assembly brainstorming, previously).
HOTS: design a poster on some gender inequalities seen throughout the Didactic Unit.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.

• Keep him/her always engaged.	

HOTS activity: investigate about some famous people who have done something for eradicating gender equality.

PROCEDURE

SESSION 1 (50 minutes)-WHO AM I?

Timing and Stage	Task and Activity Inquiry Method	Grouping
10 minutes/ Activation	1. Vocabulary revision of novel language conducted throughout the whole project. The Language Assistant (LA, from now on) will take out some flashcards with say aloud one of words related and students will define them with their words in small groups (Appendix 1). Each group will have to give out their own very definition of the word.	Small groups
15 minutes/ Activation	2. Families will be required to bring to class a photography of students. In the assembly time, the teacher will show their pictures and will ask students to describe some of their characteristics: name, hair colour, eye colour etc. The teacher will ask them about the sex they are, attending to their physical traits. When debating, the pictures will be posted on a classroom wall.	Whole group
25 minutes/ Experimenting	3. Students will be expected to put in front of a mirror and to observe their body image. They should describe themselves (if they are tall/short, have blond/brown hair etc) with a classmate. When finished, the LA will give some instructions, with flashcards which symbolize those commands: *touch your feet, turn around, run, touch your nose…* (Appendix 2) The teacher, when finishing the activity, will creating a discussion ambiance for students to realize that we are all the same and have the same capacities, without distincting on genders. **Scaffolding** **Reception scaffolding:** Flashcards with key vocabulary. **Production scaffolding:** Flashcards for indication commands.	Whole group

	SESSION 2 (50 minutes)-NO DISCRIMINATION IN OUR ENVIRONMENT	
15 minutes/ Reading and Listening	1. *Boy! Can he dance?* reading in Assembly time. Book narrates the story of a boy, whose father wants him to become a chef, but, instead, he wants to be a dancer. They both are able to celebrate their differences, making profit from them. Additionally, when finishing the reading, the teacher should ask students about recognizing the main story parts seen in previous Didactic Units (Appendix 3). It will be read by the LA.	Whole group
15 minutes/ Observing and Applying	2. While playing in the usual game corners, the teacher will distribute some traditionally gender referenced toys (for instance, dolls are usually associated with girls, whilst cars to boys) throughout the corners. When finished, the corners´ timing, students will team up in pairs and reveal about which toys have they played with.	Small groups
20 minutes/ Critical Thinking	3. The teacher will help them think about toys´ roles in society. Students will have brought a toy which, traditionally is linked to one gender (for instance, a ball for boys or a doll for girls). Students will interchange their toys with the opposite gender and will play with them. Finally, a small mind map, resulting from cooperative brainstorming of these toys´ role will be done, retrieved by the poster from Indian Women Blog (Appendix 4). **Scaffolding** **Reception scaffolding:** Novel parts: introduction, crux, outcome, prose, tale, chapter, characters, protagonist, antagonist, and sequencing adverbs. **Transformation scaffolding:** Mind map toys´ role.	Individual/ Whole group
	SESSION 3 (50 minutes)-GETTING INTO MATTER	
20 minutes/ Activation and Thinking Skills	1. Creating a WALT and WILF poster about SDG 5 (Appendix 5). With the aid of the LA and the teacher, students will present in two A3 sheets daily life problems connected to gender inequality and their personal experiences (parent roles, toys…). These	Small groups

30 minutes/ Observing and Experimenting	designs will be shown in the classroom, as they are the meaning point of students´ interests. 2. First touchdown with the school´s Radio Room: getting to know how to record students´ voices and how does the room functionate. Students will be organized into groups (the ones in which they have depicted the stories) for having one group per session recording in the Radio Room, while the rest of the groups are doing the coordinated activities (in this session it is the WALT and WILF poster, however, these will be changing depending on the session). In the Radio Room, students will be supervised by another English teacher, which has a few hours free in his timetable. **Scaffolding** **Reception scaffolding:** Radio Room´s main parts. A label with the word written in English and in capital letters will be set on every important component of this room, for students to get it easier to handle with the names. **Transformation scaffolding:** When completing the WALT and WILF templates, the LA and the teacher help out students if they are stuck, have questions related with the SDG or want to know more about the topic. **Production scaffolding.** The English teacher will check students´ pronunciation, intonation, and misunderstandings. He will also be in charge of helping students to memorize the stories.	Whole group

SESSION 4 (50 minutes)-WE ALL CAN WORK TOGETHER!

20 minutes/ Thinking Skills and Speaking	1. With the group split into two, the teacher gives both of them a sheet with different jobs (written and designed on it). Firstly, the teacher and the LA will mimic some of the professions out for students to see how the mechanic of the activity goes on. The LA and the teacher will help out, one to each group, for students to feel confident when describing and mimicking the jobs. Each group has to give some clues for the other group to guess which profession they are doing an impression of. When finishing, a small thinking time is opened for pupils to considerate if some of the jobs mentioned are completely more encouraged and done by fathers or mothers from the classroom.	Whole group divided into two
30 minutes/ Solving Problems and Speaking	**2.** In two groups Ss think about home tasks and traditionally stereotyped roles. Some ideas are written on a KWL chart, for students to tick what they want to learn and cross what they already know about gender roles. Students read aloud their ideas and the teacher writes them down in the whiteboard, for students to see which points have been common and which ones not. Sentence cards for expressing ideas will be used, to facilitate students´ oral statements (Appendix 6). **3.** Students discuss if these tasks could be done by all the members of the family. The LA will take the role of mediator. **Scaffolding** **Reception scaffolding:** LA and teacher first mimicking for students to get to know how describing jobs and mimicking them can be done. Mimicking and guessing, with the aid of the teacher and the LA for generating a well-adapted corporal consciousness, according to oneself possibilities. **Transformation scaffolding:** KWL chart information, organized and designed by the teacher or the LA. **Production scaffolding**: Sentence cards with the language for expressing ideas.	Whole group divided into two

50 minutes/ Experimenting	1. Group 1 records their story in the Radio Room with the specialized staff. **Scaffolding** **Production scaffolding:** Memorizing the story. The story will be learnt with aid of colour coding for each paragraph, small pictograms for each action and bold letter when each character needs to talk. Teacher adjustments on pronunciation, intonation, and misunderstandings.	Small group
SESSION 5 (50 minutes)-CHANGING ROLES		
50 minutes/ Thinking Skills. Writing and Speaking. Solving problems	1. Changing *Snowhite and the Seven Dwarfs´* tale its ending. In the Assembly, the teacher and the LA will ask about the story´s main parts by sequencing them through tales they have heard before (introduction, crux, and outcome). When reaching the end of the tale, students will be asked to choose between alternative endings just given by the teacher in flashcards ([Appendix 7](#)). These endings will demonstrate that other gender roles can be given to traditional stories as the one just told. The teacher and the LA will want to know their opinion about the different endings, so they will be depicted (written and illustrated, with teacher´s and LA´s aid) and hung out in the classroom when finished ([Appendix 8](#)). **Scaffolding** **Reception scaffolding:** Teacher and LA questions and doubts for students when debating about choosing an ending. **Transformation scaffolding:** Dividing into the story´s main parts. Flash cards with alternative endings **Production scaffolding:** Scripting and illustrating the other ending to the story.	Whole group
50 minutes/ Experimenting	1. Group 2 records their story in the Radio Room with the specialized staff. **Scaffolding** **Production scaffolding:**	Small group

	Memorizing the story. The story will be learnt with aid of colour coding for each paragraph, small pictograms for each action and bold letter when each character needs to talk. Teacher adjustments on pronunciation, intonation, and misunderstandings.	
SESSION 6 (50 minutes)-LET´S MOVE!		
40 minutes/ Listening and Solving Problems	1. Students will listen to the LA read aloud a case about gender inequality (Appendix 9). Then, in small groups, they present a common solution for eradicating these inequalities by choosing from a selection of possibilities (a, b, c) presented in the Interactive Board (Appendix 10).	Small groups
	2. In Assembly, all the solutions will be listened.	
	3. A big poster with all the solutions will be created in a big group. Solutions will be drawn and written the most important words by students (Appendix 11).	
10 minutes (Activity 2 and 3)/ Round up	**Scaffolding** **Reception scaffolding:** Vocabulary: discrimination, female, male, Spain, Cambodia, hair colour and type, eye colour, height, and jobs.	Whole group
	These concepts are presented throughout the WALT and WILF picture from Session 4, for reminding previous concepts. **Transformation scaffolding:** Activity in the IB with different answers to Activity 1. Teacher and LA assistance, retelling students some aspects from preceding lessons which could get them to reach the solution to the inequality case. **Production scaffolding:** Words to illustrate the solutions on the poster	Whole group
50 minutes/ Experimenting	1. Group 3 records their story in the Radio Room with the specialized staff.	Small group
	Scaffolding: **Production scaffolding:** Memorizing the story. The story will be learnt with aid of colour coding for each paragraph,	

	small pictograms for each action and bold letter when each character needs to talk. Teacher adjustments on pronunciation, intonation, and misunderstandings	
SESSION 7 (50 minutes)- GENDERS IN ACTION		
5 minutes/ Speaking and Thinking Skills	1. In small groups, pupils will be given a list of characters ([Appendix 12](#)) from TV or literature. They will just choose one. Students will have to create the character with modelling clay.	Small groups
5 minutes/ Speaking and Thinking Skills	2. When created, in those small groups, they will have to present the character to the rest of the group and match it to a gender.	Small groups
5 minutes/ Solving problems	3. The teacher and the LA will pass among the groups asking questions like: *Would you still like this character if he/she was male/female?* (depends on the character, switch roles), *Which attributes would you choose if he/she was the opposite gender?* Finally, the students will be asked to modify the character done in Activity 1 into the other gender.	Small groups
5 minutes/ Critical Thinking	4. It will be asked through a small *Kahoot* ([Appendix 13](#)), done in the classroom´s tablets if, with gender modifications done, students still like the character chosen.	Small groups
30 minutes/ Listening and Critical Thinking	5. *Mae among the stars* reading in assembly. Posterior debate about the SDG, the teacher will ask through a *Poll Everywhere* ([Appendix 14](#)) what students have learnt, in assistance of the WALT and WILF records depicted in Session 3 and the KWL chart done in Session 4. **Scaffolding** **Transformation scaffolding:** WALT and WILF templates. KWL chart. **Production scaffolding:** *Poll Everywhere* about the SDG and what pupils have learnt from gender equality.	Whole group
50 minutes/ Experimenting	1. Group 4 records their story in the Radio Room with the specialized staff.	Small group

	Scaffolding: **Production scaffolding:** Memorizing the story. The story will be learnt with aid of colour coding for each paragraph, small pictograms for each action and bold letter when each character needs to talk. Teacher adjustments on pronunciation, intonation, and misunderstandings.	
SESSION 8 (50 minutes)-READING ABOUT GENDER EQUALITY		
30 minutes/ Speaking	1. Students read aloud (introduction to the next project´s literary gender, drama) the stories in small groups, students, and families, small guideline for following.	Small groups
10 minutes/ Critical Thinking and Speaking	2. Students will explain in Spanish the project and what they have learnt throughout it to the families. Families can pose questions on the Agenda 2030, the SDG, the gender worked, or the stories just read.	Whole group
10 minutes/ Round up	3. Finally, the teacher collects all these doubts and questions in the whiteboard, for later, creating a Genially with all of them. It will be also printed as a poster placed in the corridor for other classes to stop and watch it. **Scaffolding** **Reception scaffolding:** The use of the mother tongue to explain the project to the families will reinforce and consolidate the content learnt in English. **Production scaffolding:** Questions and doubts collected in the whiteboard.	Small groups
MATERIALS		

ICT:
- Radio Room resources.
- Classroom´s Personal Computer.
- Interactive Whiteboard.
- Speakers.
- Storyjumper
- Kahoot used in Session 7.
- Genially.

Tangible resources:
- Students´ photographs.
- Mirror.
- Books:
  — *Boy! Can he dance?*

— *Snowhite and the Seven Dwarfs*		
— *Mae among the Stars*		

- Whiteboard.
- Game corners´ toys.
- White sheets.
- Felt pens.
- Pencils
- A3 cardboards
- TV and book characters´ lists from Session 7.
- Radio Room.

Human resources:
- Teacher.
- LA.
- Families.
- Specialized English teacher from the Radio Room.

4.2 Project II. The Agenda 2030 in my proximate environment

All through this second project, it will be designed a final outcome, which will be a simple theatre play bonded with the ICT app "ToyTeathre". This app is a free and educational tool which presents the main items of the drama genre. Nevertheless, the finishing result needs to be scaffolded in the units, having sample products, and when meeting all these, having constructed the substantial product.

4.2.1 Didactic Unit 6. Is all the water clean?

DIDACTIC UNIT 6
Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation.
Genre: Drama
Level: Year 3, Pre-Primary Education (5–6-year-old pupils)
Timing: 8 sessions in 3 weeks.
Description: In this unit, SDG 6 (Clean Water) is performed. Students will be able to understand that universal and equitable access to safe and affordable drinking water is a human right. Additionally, students will realize that water is the basis for adequate sanitation and hygiene.
Product: A theatre play. In this Didactic Unit, poster brainstorming about the main components of a play: plot, character, tension, language, and spectacle. The devising product will also be in line with the genre of the last project (novel) and the principal structure of a story.
Bonus activity: Calculating oneself´s water footprint per day.
CONTENT

Contents from the Decreto 17/2008:	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
Conceptual:		

• Basic necessities of one´s own body. • Services related to consumption. • Initiation in using ICT instruments (computers. Cameras or MP3 players), as communicative elements. • Management and care of books. • Progressive use of exact and varied lexis, correct grammatical structure, adequate intonation, suitable voice tone, right pronunciation and auditive discrimination in the foreign language. Procedural: • Perceptions and sensations of physical changes in the environment throughout time. Spatial references relating to one´s own body. • Dramatization on literary texts and enjoyment for expressing with extralinguistic resources. Attitudinal: • Valoration and acceptation of one´s own possibilities and limitations. Respect for differences, acceptance of one´s own identity. Avoid discrimination attitudes. **Language content:** • Drama I. • Genre awareness: parts of a play.	• Competence in Linguistic Communication. • Digital Competence. • Mathematic and Logical Competence. • Learning to Learn • Cultural Awareness (retrieved from Byram, 1997): — Savoirs/Knowledge: devising from facts recalled from ordinary tools; films, texts, ICT, realia. Activities such as working with social labels or inviting guest speakers are included. — Savoir comprendre/Skills of interpreting and relating: looking at action in literary texts from different points of view, learners´ experience in a situation from diverse cultural perspectives (how does water scarcity affects an American and a Cameroonian child)	Through SDG 6, the Key Competences are acquired factually through supporting and strengthening the local community participation in the improvement of water and sanitation management. In addition, the Didactic Unit correlates with the safety and renewal of water-related environments (mountains, forests, wetlands, rivers, aquifers, and lakes), as well as guaranteeing sustainable withdrawals and providing freshwater to everybody hurting from water scarcity.

COGNITION

Curricular objectives: • To identify water in all its shapes and states. • To understand that water is the main elements for living. • To display the importance of water in our daily lives. • To classify different means of transport depending on their terrain: air, water, or earth. • To relate means of transport with ecology designs, as well as new models of moving without polluting (Bonus Activity). • To be aware of oneself learning process. **Linguistic objectives:**	**Learning outcomes:** • Students (Ss) denote and detect water in all its forms and conditions. • Ss highlight the importance of water in daily living. • Ss link daily uses to water scarcity and saving water. • Ss sequence what drama means and correlate its main characteristics with the novel ones. • Ss correlate means of transport with ecology day-to-day issues.

• To ask questions to gather information. • To identify drama components, associating them with the novel main parts.	• Ss hypotheses about water scarcity in future years. • Ss categorize learning development.

CULTURE

Curricular objectives:	**Learning outcomes:**
• To quote some water uses in different contexts and for different jobs. • To appreciate that water is the principal resource for living. • To recognize water´s cultural and divine role in different societies. • To associate water as the principal way-access to hygiene and self-sanitation.	• Ss recollect water uses according to some jobs and circumstances. • Ss identify water´s enriching function in some cultural backgrounds. • Ss infer water as the main manner to feel clean and follow hygienic patterns. • Ss outline water as the most important natural resource.

COMMUNICATION

Language of learning
- Key words and concepts about water (e.g., water, lake, river, rain, groundwater, liquid, solid, gas, ocean, sea…)
- Key words and concepts about means of transport (e.g., vehicle, train, car, bicycle, airplane, helicopter, lorry, motorbike…)
- Descriptive language: ability and obligation modal verbs (e.g., You can… but you cannot…', 'You must…').
- Drama language: play, genre, tragedy, and comedy.
- Language to ask for information: Wh-phrases (e.g., 'Which…?', 'When…?', 'What…?', 'How do you…?', 'How often do you…?')
- Time frequency adverbs (e.g., always, sometimes, never)
- SDG concepts related: natural resources, water footprint (Bonus Activity), water scarcity, water uses, sanitation, hygiene, sustainable, mountains, forests, wetlands…

Language for learning
- Language conveying groupings (e.g., individual, in pairs, in teams of 3, …)
- Language transmitting capability (e.g., 'Can you play….?', 'Yes, I can. / No, I can't')
- Language to formulate behaviours (e.g., 'I … once a week', 'We … two/three times a week')

Language through learning
- Language through interests, ICT activities, tunes, and tales.
- Language through peer and adult interface in pursuits.
- Language through personal reflection about the SDG in commitment.

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.

- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- Determine some interactions between the physical and social atmosphere, finding natural shifts that have an effect on individuals' day-to-day lives and shifts in the environment due to human interferences.
- Pick up essential concepts of space (up, down; near, far…) and time (before, after…)
- Know the main water services offered by where they live (reservoir, aqueduct, channel, waterworks).

Minimum required
- Ss distinguish water in its three states and some of its shapes.
- Ss outline the essential role of water for humans and their daily activity.
- Ss use the Wh- phrases correctly.
- Ss recognize different means of transports.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback utilizing mini whiteboards and random pick-up tools.
- Exit slips.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.
- Exit slips.

Assessment of process
- Learning Intentions Wall
- KWL chart
- Checklist for active observation of pupils when doing activities.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Water Scarcity procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: Ss will sketch drawings of some water usage in their daily lives.
HOTS: Ss will attain a flow chart with their personal link in water scarcity and saving water.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.

- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.

HOTS activity: create a survey to find out how oneself water footprint impacts on planet Earth.

4.2.2 Didactic Unit 7. Energetic cleaning

DIDACTIC UNIT 7

Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation.
Genre: Drama
Level: Year 3, Pre-Primary Education (5-6 years old)
Timing: 8 sessions in 3 weeks
Description: In this Didactic Unit, students will be able to realize about the importance of energy among SDG 7 (Clean Energy) in our daily lives. They will acquire concepts such as ensuring universal access to affordable, reliable, and modern energy sources, expanding the share of renewable energy, or upgrading ICT infrastructures.
Product: A theatre play. In this Didactic Unit, tagging map with the theatre parts with the aim of transforming the classroom into a theatre. First draft of the drama feature in small groups with the aid of the ICT app "ToyTeathre".

CONTENT

Contents from the Decreto 17/2008:	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
Conceptual: • Perceptions and sensations of physical changes in the environment throughout time. Spatial references relating to one´s own body. • Services related to consumption. • Family and school. Awareness and necessity of both throughout the function in society. • Dramatization on literary texts and enjoyment for expressing with extralinguistic resources. Procedural: • Progressive control of one´s own emotions and feelings. • Elemental habits of organization, certainty, attention, initiative, and effort in one´s own activity.	• Competence in Linguistic Communication. • Digital Competence. • Learning to Learn. • Social and Civic Competence. • Cultural Awareness (retrieved from Byram, 1997): — Savoir s´engager/Critical cultural awareness: critical comparison how American and Spanish society deals with critical energy supplies. — Savoir apprendre/Skills of discovery and interaction: face-to-face and virtual encounter chats into the SDG, role-playing about critical incidents on the SDG.	The Key Competences are obtained throughout this SDG, in agreement with the increase in renewable energies through the global energy mix. Additionally, students will enhance to appreciate access to clean energy and technologies, including renewable ones.

• Exploration of acoustic possibilities of the voice, one´s own body, daily objectives, and musical instruments. Attitudinal: • Valoration and respect of rules which govern cohabitation between social groups. • Positive attitude towards the foreign language. **Language content:** • Drama II. • Sequence of a theatre play. • Location of theatre parts.		

COGNITION

Curricular objectives:	**Learning outcomes:**
• To differentiate between clean and non-renewable energy. • To locate from where energy comes from (locally or not). • To describe energy´s functions and uses in daily life. • To measure future impact of non-renewable energy on planet Earth. • To hypothese about the future of some renewable energies**.** • To be aware of oneself learning process. **Linguistic objectives:** • To describe the principal theatre parts and plot components. • To associate the drama genre elements with some of the novel elements previously worked.	• Students (Ss) distinguish among renewable and non-renewable energy sources. • Ss pinpoint where energy arise. • Ss relate the drama genre with some of the novel parts worked on Project I. • Ss examine the main theatre elements and the drama plot sequence. • Ss outline energy´s main purposes and applies in their regular lives. • Ss evaluate the possible future effect of non-renewable energy on our planet. • Ss debate on the role renewable energies will take on in future generations. • Ss categorize learning development.

CULTURE

Curricular objectives:	**Learning outcomes:**
• To devise which types of energy are produced locally. • To reflect about these energy examples and their impact on the environment.	• Ss investigate about energy supplies generated locally. • Ss appraise regarding energy examples taken and their impact on the environment.

COMMUNICATION

Language of learning
• Key words and concepts about energy (e.g., battery, carbon, clean energy, coal, electricity, environment, gas, heat)
• Descriptive language: concrete space adverbs (e.g., right, left, on the corner, next to…) and time connectors to express plans (e.g., 'In the morning …', 'at lunchtime …')

-
- Simple future tenses ('I am going to…')
- Drama language: stage, scene, actor, actress, audience, main character, and secondary character.
- Language to describe a routine (e.g., 'when I wake up…', 'before having breakfast…', 'after lunch…')
- SDG concepts related: carbon footprint, global warming, green energy, petrol, pollution, (non) renewable energy.

Language for learning
- Language transmitting capability (e.g., 'Can you play….?', 'Yes, I can. / No, I can't')
- Language to label habits and frequencies (e.g., 'I … once a week', 'We … two/three times a week')

Language through learning
- Language through the trip to the theatre (Product)
- Language through the peer and adult interface in pursuits.
- Language through personal reflection about the SDG in assurance.

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.
- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- Identify energy supplies.
- Distinguish between renewable and non-renewable energy supplies.
- Pick up essential concepts of space (up, down; near, far…) and time (before, after…).
- Recognise the main energy services offered by where they live.

Minimum required
- Ss denote what energy is and differentiate between renewable and non-renewable provisions.
- Ss express future climate occurrences related to energy (will).
- Ss differentiate the main day happenings (morning, afternoon, evening, and night)
- Ss give ideas for the final product design.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.
- WALT and WILF picture.

Assessment of process
- Learning Intention Wall
- Teacher checklist for active observation of the students when they are doing the activities
- KWL chart.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Clean Energy procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: Ss will illustrate what they understand from energy.
HOTS: Ss will be presented various energy supplies and they will determine if they are renewable or not, justifying their answer reasonably.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.
HOTS activity: Creating a city map with its key elements and designing how energy can be supplied to everyone safely (through electrical wires, underground…)

4.2.3 Didactic Unit 8. Life without humans

DIDACTIC UNIT 8

Content area: Knowledge of the environment. Languages: communication and representation.
Genre: Drama
Level: Year 3, Pre-Primary Education (5-6 years old)
Timing: 8 sessions in 3 weeks
Description: Throughout this Didactic Unit, SDG 14 and 15 will be worked on. These two goals aim for preserving life below water (SDG 14) and above land (SDG 15). Their main purpose in line with the educational objective, is for students to acknowledge that the Earth is our planet, needing for us to preserve it. Factually, it is important to enhance through the Unit that as humans with an ecological consciousness, we need to urgently avoid and lessen marine and terrestrial pollution of all sorts, take action for the renewal of species for attaining healthy and beneficial ecosystems. Furthermore, we should also fight against desertification, droughts, and floods; to accomplish land degradation-neutral in all the world.

Product: A theatre play. In this Didactic Unit, second draft of the drama feature with the aid of the ICT app "ToyTeathre".

Bonus activity: Second draft will be rehearsed and worked through *Kamishibai*, literally, "paper theatre" in Japanese. It is a way of storytelling that blends a collection of standardized sizing illustrated paper cards matching with a written presentation by some narrators.

CONTENT

Contents from the Decreto 17/2008	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
<u>Conceptual:</u> • Landscape and physical environment. • Observation, discovery, and description of proximate environment. • Identification of changes in lifestyle and habits depending on the place. • Noise, silence, music. • Management and care of books. <u>Procedural:</u> • Valoration and respect of rules which govern cohabitation between social groups. • Dramatization on literary texts and enjoyment for expressing with extralinguistic resources. • Progressive awareness in moderate use of ICT tools. <u>Attitudinal:</u> • Participation in the family and the school. • Utilization of the library with respect and care. Valoration of the library as a data resource for entertainment and enjoyment. • Interest in sharing interpretations, sensations and emotions provoked by literary productions. **Language content:** • Drama III. • Story draft. • *Kamishibai.*	• Competence in Linguistic Communication • Digital Competence • Social and Civic Competences • Sense of Initiative and Entrepreneurship • Cultural Awareness (retrieved from Byram, 1997): — <u>Savoir être /Attitudes:</u> brainstorming about both SDG, visual aids for creating consciousness about ecosystems´ preservation or older generations invited to the classroom for describing how environment has changed across time. — <u>Savoirs/Knowledge:</u> facts such as documentaries, realia for generating awareness… — <u>Savoir comprendre/Skills of interpreting and relating:</u> tasks that involve interpreting information, for achieving a change of perspective and change directed to the SDG.	For acquiring these Key Competences, both SDG need to be extremely linked and interconnected between them. These SDG, keep up with breeding understanding: diminishing and delivering the effects of marine acidification, the control of harvesting and overfishing; or supporting the application of sustainable organization for decimating deforestation.

COGNITION

Curricular objectives:	Learning outcomes:
• To acknowledge about flora and fauna and how they benefit ecosystems.	• Students (Ss) list the importance of flora and fauna in our planet.

• To acquire a sense of respect to flora and fauna, above land and below water. • To classify flora and fauna according to the ecosystem they live in. • To understand the most important guidelines for taking care of our planet. • To be aware of oneself learning process. **Linguistic objectives:** • To give suggestions and advising. • To deduce the drama structural sequence by rehearsing with *Kamishibai* (bonus activity). • To experiment characters´ feelings in oneself´s own body as part of the drama genre sequence.	• Ss label flora and fauna from their proximate context. • Ss recognize the principal policies to preserve our planet. • Ss infer in the drama genre structure along with *Kamishibai.* • Ss illustrate advice and proposals. • Ss investigate in their own skin what is to feel characters´ emotions. • Ss categorize learning development. • Ss categorize flora and fauna into the ecosystem they belong into.

CULTURE

Curricular objectives: • To appreciate how the sense in which humans pass in about impacts the planet. • To acknowledge about local flora and fauna and how to preserve it.	**Learning outcomes:** • Ss know of human´s effect beyond the globe. • Ss respond to regional flora and fauna and how to protect it.

COMMUNICATION

Language of learning
- Key words and concepts about flora and fauna preservation (e.g., birds, fish, mammals, amphibians, reptiles, flower, stem, roots)
- Descriptive language: comparative adjectives (e.g., faster, healthier, safer), quantifier adverbs (more, less) and advice adverbs (e.g., should, might…)
- Drama language: fiction, non-fiction, music, and roles.
- Language to refer to what we are able to do (e.g., 'Walking around the forest is permitted, but leaving litter is not allowed')
- SDG concepts related: wildlife, animals, plants, life, ecosystem, sunlight, environments.

Language for learning
- Demanding aid (e.g., 'Can you help me…?')
- Recounting oneself own attitudes towards ecosystem justice (e.g., 'It is fair/unfair…')
- Asking questions (e.g., 'Where is the forest?' 'Where is the ocean?')

Language through learning
- Language through natural ecosystems.
- Language through peer interaction, teacher-student relationship, and cooperation with families.
- Language through drama: *Kamishibai* (bonus activity).

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.
- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- Differentiate and act out on items and components in the current environment.
- Set up some connections between the natural and human environment, detecting physical fluctuations that influence humans' daily lives and shifts in the environment due to human intrusion.
- Show up a mindset of concern and respect towards nature by partaking in activities to preserve it.
- Get to understand the gist of the drama genre.

Minimum required
- Ss list 10 animals and 5 plants.
- Ss identify 4 landscapes.
- Ss use comparative adjectives for plain similarities in their proximate environment.
- Ss find in drama the source for voicing their own feelings through characters.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.

Assessment of process
- Learning Intention Wall.
- Teacher checklist for active observation of the students when they are doing the activities
- Family's rubric for evaluating behaviour in natural environments.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Flora and Fauna procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: flashcards with flora and fauna for identifying them in different ecosystems. Pairing up for some activities
HOTS: develop a poster with students ´favourite flora and fauna living beings.

Attention to Diversity with the blind student

•	Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
•	Lessen excessive task-copying.
•	Apply 2B pencils or black marker pens.
•	Use big font on the blackboard or interactive whiteboard.
•	Put prints and other visual aid prompts around room within fluorescent paintings.
•	Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.

HOTS activity: investigate about an animal or plant and its living conditions.

4.2.4 Didactic Unit 9. Sustain...what?

DIDACTIC UNIT 9

Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation.

Genre: Drama

Level: Year 3, Pre-Primary Education (5-6 years old)

Timing: 8 sessions in 3 weeks

Description: In this Didactic Unit, SDG 11 (Sustainability) is worked out. Students will be able to generate awareness for ensuring access for all to adequate safe and affordable basic services. Moreover, they are capable of assuring access to accessible and sustainable transport systems, road safety, public transport etc.

Product: A theatre play. In this Didactic Unit, mock-up design about a theatre and its main parts, parting from the bonus activity.

Bonus activity: Trip to the theatre.

CONTENT

Contents from the Decreto 17/2008 Conceptual:	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
• Landscape and physical environment. • Observation, discovery, and description of proximate environment. • Identification of changes in lifestyle and habits depending on the place. • Initiation in using ICT instruments (computers. Cameras or MP3 players), as communicative elements. • Progressive use of exact and varied lexis, correct grammatical	• Competence in Linguistic Communication • Digital Competence • Learning to Learn • Sense of Initiative and Entrepreneurship • Cultural Awareness (retrieved from Byram, 1997): — Savoir être/Attitudes: such as utilizing realia, visual aids, or brainstorming, through oral or written witnesses.	The Key Competences are run through supporting positive links between urban and rural areas, adopting integrated plans towards resource efficiency and resilience to disasters. Finally, the Key Competences are in line with sustainable and resilient building with local supplies.

structure, adequate intonation, suitable voice tone, right pronunciation and auditive discrimination in the foreign language. Procedural: • Basic necessities of one´s own body. Identification, manifestation, regulation, and control of necessities. Confidence in one´s own abilities. • Progressive awareness in moderate use of ICT tools. • Dramatization on literary texts and enjoyment for expressing with extralinguistic resources. Attitudinal: • Daily life activities. Progressive autonomy in their relationships. Regulation of one´s own behaviour and awareness of doing tasks. • Interest in sharing interpretations, sensations and emotions provoked by literary productions. **Language content:** • Drama IV. • Location of theatre main parts and correlation of them into the classroom.	— <u>Savoir comprendre/Skills of interpreting and relating:</u> from real cases about the SDG, students will have to create new scenes or new endings for these cases to work properly for ecosystems. — <u>Savoir s´engager/Critical Cultural Awareness:</u> critical comparison between ecological policies in different countries.	

COGNITION

Curricular objectives:
• To understand what sustainability means.
• To acknowledge about ecological measures applied locally.
• To classify landscapes and building items.
• To identify components of several landscapes.
• To describe principal means of transport.
• To be aware of oneself learning process.

Linguistic objectives:
• To make future plans.
• To correlate the theatre parts into the mock-up (bonus activity).

Learning outcomes:
• Students (Ss) realize about sustainability and its significance.
• Ss bullet-point ecological measures in local contexts.
• Ss distinguish between landscapes and building items.
• Ss recognize landscapes´ elements.
• Ss match the theatre components with the mock-up.
• Ss illustrate principal means of transport.
• Ss debate about future projects.
• Ss categorize learning development.

CULTURE	
Curricular objectives:	**Learning outcomes:**
• To outline sustainable items and actions in the local community.	• Ss illustrate sustainable practice through local activity and organization.

COMMUNICATION

Language of learning
- Key words and concepts about sustainability (e.g., ecology, climate change, energy, flora, and fauna)
- Descriptive language: adjectives that refer to landscapes (e.g., flat, steep, sloped), time adverbs (e.g., before, after, in the morning, in the afternoon…) and less concrete space adverbs (e.g., up, down; near, far…)
- Drama language: dramatize, emotion, roleplay, dance, and opera.
- Language to describe (e.g., 'This seaside is beautiful', 'Those peaks are very steep')
- SDG concepts related: buildings, crops, resources, urban, rural…

Language for learning
- Present continuous (e.g., 'I am going to the city', 'We are travelling to the beach')
- Principal means of transport (e.g., vehicle, train, car, bicycle, airplane, helicopter, lorry, motorbike…)

Language through learning
- Language through talking about places (e.g., cities of Spain)
- Language through peer interaction, teacher-student relationship, and cooperation with families.
- Language through drama elements: mock-up (bonus activity).

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.
- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- Differentiate and act out on items and components in the current environment.
- Set up some connections between the natural and human environment, detecting physical fluctuations that influence humans' daily lives and shifts in the environment due to human intrusion.
- Show up a mindset of concern and respect towards nature by partaking in activities to preserve it.
- Get to understand the gist of the drama genre.
- Pinpoint the following natural elements: river, sea, mountain, valley and plain
- Hold basic concepts of space (up, down; near, far…) and time (before, after, in the morning, in the afternoon…)

Minimum required
- Ss distinguish between different types of landscapes.
- Ss can state two differences between two types of landscapes.
- Ss classify different means of transport.
- Ss make future plans using the present continuous form.

Assessment of language

- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.
- WALT and WILF picture.

Assessment of process
- Learning Intention Wall.
- Teacher checklist for active observation of the students when they are doing the activities
- KWL chart.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Sustainability procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: describe how sustainable actions affect our daily lives (assembly brainstorming, previously).
HOTS: design a labelling map for the theatre mock-up.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.
HOTS activity: study and expose about some sustainable local actions.

4.2.5 Didactic Unit 10. 1,2,3… Climate Action

DIDACTIC UNIT 10
Content area: Knowledge of the environment. Languages: communication and representation. **Genre:** Drama **Level:** Year 3, Pre-Primary Education (5-6 years old) **Timing:** 8 sessions in 3 weeks. **Description:** Throughout this Didactic Unit, SDG 13 is worked (Climate Action). It will encourage students to think actively about how climate has changed, primarily, in the last two centuries. The Didactic Unit will also strengthen students through resilience and adaptative capacity to climate-related hazards and natural disasters, as well as promote mechanisms for raising capacity for effective climate change-related planning and management in non-developed countries. **Product:** A theatre play. In this Didactic Unit, theatre exhibition in small groups for the families.

CONTENT		
Contents from the Decreto 17/2008: Conceptual: • Landscape and physical environment. • Observation, discovery, and description of proximate environment. • Services related to consumption. • Identification of changes in lifestyle and habits depending on the place. • Use of sounds found for interpretation and musical awareness. Choral and instrumental music. • Progressive use of exact and varied lexis, correct grammatical structure, adequate intonation, suitable voice tone, right pronunciation and auditive discrimination in the foreign language. Procedural: • Creative participation in linguistic games. • Dramatization on literary texts and enjoyment for expressing with extralinguistic resources. Attitudinal: • Positive attitude towards the foreign language. • Management and care of books.	**CONTRIBUTION TO THE KEY COMPETENCES** • Competence in Linguistic Communication • Learning to Learn • Social and Civic Competences • Sense of Initiative and Entrepreneurship • Cultural Awareness (retrieved by Byram,1997): — Savoir apprendre/Skills of discovery and interaction: study visits from climate experts, debates about climate role in diverse cultures. — Savoir s´ engager/Critical cultural awareness: critical comparison how British and Spanish society deals with climate change.	**RELATION WITH THE 2030 AGENDA AND THE SDG** The Key Competences relate with SDG 13 through fostering procedures for improving capability for successful climate change-linked development and running, as so, expanding awareness-boosting ability for students, on climate change, moderation, adaptation, impact lessening and early cautioning measures.

• Exploration of acoustic possibilities of the voice, one´s own body, daily objectives, and musical instruments. **Language content:** • Drama V. • Dramatization of the theatre play.		

COGNITION

Curricular objectives:
- To understand the importance of climate.
- To realize about the primary guidelines for taking care of the Earth.
- To recognize the rubbish containers and classify what can be thrown in each of them.
- To be aware of oneself learning process.

Linguistic objectives:
- To give advice.
- To experiment characters´ feelings in oneself´s own body as part of the drama genre sequence.
- To appreciate the gist of the drama genre.

Learning outcomes:
- Students (Ss) list the principal rules for preserving the planet.
- Ss label garbage bins and correlate them with the colours associated to them.
- Ss recognize the garbage bins by their colours.
- Ss locate the gist of the drama genre.
- Ss sort climate´s significance and importance.
- Ss apply phrases to provide guidance.
- Ss categorize learning development.

CULTURE

Curricular objectives:
- To recognize how the sense in which humans move about impacts the world.
- To distinguish the conduct guidelines for preserving the planet.

Learning outcomes:
- Ss explain the actions they can do for reducing their pollution impact.
- Ss apply the behavioural regulations for having a less contaminated world.

COMMUNICATION

Language of learning
- Key words and concepts about climate change (e.g., global warming, Earth, weather, environment, Sun)
- Descriptive language: prepositions to explain mobility (e.g., on, by, in, through) and distance adverbs (e.g., far, near, close to, in front of, opposite, left, right).
- Possibility modal verbs (e.g., should and might)
- Drama language: performance, theatre, script, and scenes.
- Language to illustrate what is allowed or not in several locations (e.g., 'Walking in the forest is permitted, but lighting fire is not allowed')
- SDG concepts related: Rs rule (reduce, reuse, repair, recycle), rubbish sorting (e.g., paper, plastic, metal, glass and organic)

Language for learning
- Demanding aid (e.g., 'Can you help me…?')

- Recounting oneself own attitudes towards ecosystem justice (e.g., 'It is fair/unfair…')
- Asking questions (e.g., 'Where is the forest?' 'Where is the ocean?')

Language through learning
- Language through activities, tapes, ICT, cooperative work, games, and tales.
- Language through peer interface.
- Language through describing climate change among the proximate environments.

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.
- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- Differentiate and act out on items and components in the current environment.
- Set up some connections between the natural and human environment, detecting physical fluctuations that influence humans' daily lives and shifts in the environment due to human intrusion.
- Show up a mindset of concern and respect towards nature by partaking in activities to preserve it.
- Get to understand the gist of the drama genre.
- Acknowledge sound possibilities of oneself´s body, objects, and musical instruments.

Minimum required
- Ss list the 4Rs.
- Ss identify the garbage bins and find two objects to put into each.
- Ss name mobility activities with two prepositions listed above.
- Ss meticulously act the product, involving emotional skills.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.

Assessment of process
- Learning Intention Wall.
- Teacher checklist for active observation of the students when they are doing the activities.
- KWL chart.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Climate Action procedure, pictures, and graphs to modify the information learning)

- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
<u>LOTS:</u> Ss describe a regular day with SDG modifications to preserve the planet, using lexis and grammar learnt throughout the Didactic Unit.
<u>HOTS:</u> Ss make a visual map with what they can do, at school and at home for applying the 4Rs.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.
<u>HOTS activity:</u> write a letter to the local mayor proposing some suggestions for a more ecologic place.

4.3 Project III. The Agenda 2030 worldwide

All out of this third and last project, it will be intended a finishing product, which will be a poetry reading bonded with the ICT app "Poetreat". This app is a free of charge and didactic instrument which introduces the main elements of the poetry genre, instigating pupils to write their own poems. Nonetheless, the end result demands to be scaffolded throughout the units, having small-scale product, and when gathering all these, having assembled the significant result.

4.3.1 Didactic Unit 11. Let´s build up safely!

DIDACTIC UNIT 11
Content area: Knowledge of the environment. Languages: communication and representation.   **Genre:** Poetry   **Level:** Year 3, Pre-Primary Education (5-6 years old)   **Timing:** 8 sessions in 3 weeks   **Description:** This Didactic Unit is worked out in line with the SDG 9 (Infrastructures). Students will learn what is infrastructure, and how it can be developed into a quality, reliable and sustainable. It will also be acquired the promotion of inclusive and sustainable industrialization; specially small-scale one.

| **Product:** A poem. In this Didactic Unit, brainstorming about the main components of a poem: rhyme, scheme, and meter. There will also be a posterior debate for students to see the differences between novel, drama and the currently worked genre (poetry). |

CONTENT

Contents from the Decreto 17/2008:	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
Conceptual: • Landscape and physical environment. • Services related to consumption. • Identification of changes in lifestyle and habits depending on the place. • Initiation into art: painting, sculpturing and arquitecture. Main elements. Representative authors. • Songs as expressive elements. • Progressive use of exact and varied lexis, correct grammatical structure, adequate intonation, suitable voice tone, right pronunciation and auditive discrimination in the foreign language. Procedural: • Progressive accommodation of sentences into interpreting messages, texts, and oral tales. Attitudinal: • Valoration and respect of rules which govern cohabitation between social groups. • Observation, discovery, and description of proximate environment. • Interest and participation in interpreting songs and poems. **Language content:** • Poetry I. • Gender awareness: parts of a poem.	• Competence in Linguistic Communication • Competence in Mathematics, Science and Technology • Learning to Learn • Sense of Initiative and Entrepreneurship • Cultural Awareness (retrieved from Byram, 1997): — Savoir/Knowledge: facts from realia or even ICT (films, texts, information from the Internet). — Savoir apprendre/Skills of discovery and interaction: observation of the environment through photographs (comparing) and having guest speakers from previous generations, generally elderly people, such as grandparents.	The Key Competences are acquired through the SDG 9, with targets such as the support of domestic supplies for innovation, differentiate between sustainable and non-sustainable constructions. Additionally, students will be able to appreciate the context in which the live in, with patterns such as building and home, access to first-hand supplies and affordable entry to ICT, among others.

COGNITION

Curricular objectives: • To outline elementary building materials. • To identify different types of houses and its main rooms. • To match housing forms within different places.	**Learning outcomes:** • Students (Ss) define basic infrastructure materials.

• To quote landscapes and their changes in time due to building construction.	• Ss recognize several types of housing and its principal accommodations.
• To classify infrastructures into sustainable or non-sustainable.	• Ss link poetry and its artistic facet with the feelings it promotes.
• To be aware of oneself learning process.	• Ss describe landscape shifts using past simple.
Linguistic objectives:	• Ss explain landscape´s elements and their variations in periods due to infrastructures.
• To explain past landscape changes.	• Ss network house practices all through the world.
• To network poetry as an artistic genre and the feelings it moves.	• Ss realize about poetry´s unique characteristics, differing from novel and drama genre.
• To appreciate the special features of poetry that distinguishes it from novel and drama genre.	• Ss categorize buildings according to their sustainability.
	• Ss categorize learning development.

CULTURE

Curricular objectives:	**Learning outcomes:**
• To recognize infrastructure elements that are common in students´ proximate environment.	• Ss differentiate between "home" and "house", within the expressive charge it has.
• To distinguish the emotional contrast between "home" and "house".	• Ss classify building materials and characteristics which are in their familiar contexts.

COMMUNICATION

Language of learning
- Key words and concepts about infrastructure: house's rooms (e.g., bedroom, dining room, bathroom, kitchen, garden) and cities primary locations (e.g., post office, park, shopping mall, metro stop, bank, hotel, library, theatre, police office).
- Descriptive language: regular past simple verbs (e.g., looked, watched, played), more precise space prepositions (e.g., over, on, around, outside/inside)
- Poetry language: verse, genre, lyric, intonation.
- Language to describe land (e.g., hilly, rocky, dry, green, plain)
- SDG concepts related: home, house, building, architecture, floor, corner, window, elevator.

Language for learning
- Reasoning about landscape and ecological issues: 'I think…', 'In my opinion...' 'I don't think...', 'That is right/wrong…'
- Classroom language: 'What did you say?' 'Do you understand?' 'Could you repeat, please?'

Language through learning
- Language through brainstorming and debating
- Language through the past and present changes in landscape.

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.
- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- Differentiate and act out on items and components in the current environment.
- Set up some connections between the natural and human environment, detecting physical fluctuations that influence humans' daily lives and shifts in the environment due to human intrusion.
- Acknowledge the main public services extended by the community in which you live: commerce, health care, etc. and students´ role in society.
- Orientate oneself in space near home and school.

Minimum required
- Ss denominate the house rooms and explain what can and cannot be done in each.
- Ss refer to the key locations of a city and explain what is permitted and not to be done in three of them.
- Ss understand the gist of the poetry genre.
- Ss express landscape changes using the past simple.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.

Assessment of process
- Learning Intention Wall.
- Teacher checklist for active observation of the students when they are doing the activities.
- KWL chart.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Infrastructures procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: Ss draw their favourite room of their home.
HOTS: Ss are shown different housing and decide which one is better according to different climates.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.

HOTS activity: create an integrated sustainable city poster map and explain it to the class.

4.3.2 Didactic Unit 12. Are we responsible consumers?

DIDACTIC UNIT 12

Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation.
Gender: Poetry
Level: Year 3, Pre-Primary Education (5-6 years old)
Timing: 8 sessions in 3 weeks.
Description: Along this Didactic Unit and SDG 12 (Consumption), students will find important to be responsible consumers: through achieving what sustainable management and efficient use of natural resources mean, to comprehend a product´s life cycle or to significantly learn to reduce their impact to air, water and soil, across the 4Rs rule.
Product: A poem. In this Didactic Unit, first individual draft of a poem.
Bonus activity: Celebrating Earth´s Day (April 22nd)

CONTENT		
Contents from the Decreto 17/2008 Conceptual: - Progressive identification and acceptation of one´s own characteristics. Graphic representation of corporal scheme. - Landscape and physical environment. - Observation, discovery, and description of proximate environment. - Services related to consumption. - Progressive use of exact and varied lexis, correct grammatical	**CONTRIBUTION TO THE KEY COMPETENCES** - Competence in Linguistic Communication - Digital Competence - Social and Civic Competences - Cultural Awareness (retrieved from Byram, 1997): — Savoir comprendre/Skills of interpreting and relating: correlating the 4Rs between two different English-speaking countries; one of them is highly developed	**RELATION WITH THE 2030 AGENDA AND THE SDG** Through the Key Competences, contents such as the encouragement of sustainable consumption and production, reducing global food and water waste or the adoption of sustainable practices when producing, will be considered in line with the SDG 12 (Consumption).

structure, adequate intonation, suitable voice tone, right pronunciation and auditive discrimination in the foreign language. Procedural: • Elementary rules which regulate daily life. Planification of tasks and acceptance of one´s own possibilities. • Clear exposition and organization of the ideas. Attitudinal: • Identification of changes in lifestyle and habits depending on the place. • Valoration and respect of rules which govern cohabitation between social groups. • Positive attitude towards the foreign language. **Language content:** • Poetry II. • Sequence of a poem.	whilst the other is on process of development. — Savoir s´engager/Critical Cultural Awareness: how the countries (as a whole) deal with consumption and its role in a massive consuming society.

COGNITION

Curricular objectives:
- To mention the differences between 'everything, nothing and something'.
- To locate where some essential and non-essential products come from.
- To appreciate local products and their production consumption cycle.
- To be aware of what consuming globally and locally implies.
- To create groupings and comparisons between sustainable and non-sustainable consumption.
- To be aware of oneself learning process.

Linguistic objectives:
- To describe the production-consumption cycle of a product.
- To correlate poetry with oneself own emotions and personal happenings.
- To appreciate the special features of poetry that distinguishes it from novel and drama genre.

Learning outcomes:
- Students (Ss) identify the changes between 'everything, nothing and something'.
- Ss pinpoint essential and non-essential products, and their origin.
- Ss realize about regional goods and their production-consumption sequence.
- Ss explain the production-consumption cycle of consumption.
- Ss differentiate the poetic gender from novel and genders along with its main characteristics.
- Ss contrast when consuming global and local products and their implications.
- Ss sequence and compare among sustainable and non-sustainable products.
- Ss associate the poetic gender with oneself feelings and experiences.
- Ss categorize learning development.

CULTURE

Curricular objectives:	Learning outcomes:
• To promote students´ interest towards enhancing consumption responsibility locally. • To value the importance of using recycled materials. • To respect the significance of following up the 4Rs.	• Ss list the usage of recycled materials and how essential they are in the production-consumption cycle. • Ss use the 4Rs rule locally. • Ss illustrate towards responsibility consuming in students´ local area.

COMMUNICATION

Language of learning
- Key words and concepts about consumption: goods, services, product, waste and efficient.
- Descriptive language: size adjectives (e.g., large, medium, small, little, fat, thin), geometric figures (e.g., triangle, square, circle and rectangle) and spatial adverbs for orientation (e.g., behind, inside/outside, between and in front of)
- Poetry language: rhyme, sonnet, song, and melody.
- Language to describe oneself consuming and compare it with peers (e.g., 'There is', 'There are').
- Language to explain of what materials are created (e.g., 'This is made of…')
- SDG concepts related: increase, decrease, buy, sell, sales, spend and save.

Language for learning
- Comparison constructions: 'Smaller than…', 'taller than…', 'bigger than…', 'larger than…'
- Colours: red, pink, green, blue, purple, yellow, brown, and black.
- Classroom language: 'Can I go to the toilet?' 'Can you open/close the window?'

Language through learning
- Language through brainstorming and debating.
- Language through comparisons.

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.
- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- Explain about size, shape, and colour of objects.
- Compare objects taking in account attributes from previous criteria.
- Correlate and categorize elements agreeing to a certain criterion.
- Ascertain geometric figures (triangle, square, rectangle, and circle).

Minimum required
- Pinpoint an object´s size, shape, and colour.
- Compare at least two objects with criteria learnt.
- Classify four objects agreeing to a given criterion.
- Recognize four geometric figures.

Assessment of language

- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.

Assessment of process
- Learning Intention Wall.
- Teacher checklist for active observation of the students when they are doing the activities.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Consumption procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: Ss order themselves from the highest pupil to the lowest, comparing height sizes between them.
HOTS: Ss associate daily used objects with geometrical figures explained.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.
HOTS activity: create the cover of the book which compiles all the drawings from students for the bonus activity (Celebrating Earth Day).

DIDACTIC UNIT 13

Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation.
Gender: Poetry
Level: Year 3, Pre-Primary Education (5-6 years old)
Timing: 8 sessions in 3 weeks.
Description: Through this Didactic Unit, SDG 10 (Inequalities) will be run. SDG 10 states about empowering and promoting social, economic, and political inclusion for every human being, no matter what his/her physical, social, belief or economic characteristics are. Among this Didactic Unit, students will learn that everyone needs equal opportunities, for reducing inequalities of outcome. Additionally, they will reflect about discriminatory laws and policies, for promoting appropriate legislation and action in this regard.
Product: A poem. In this Didactic Unit, second draft of students´ poem will be completed with the aid of the app "Poetreat". Students will read another students´ poem and will give to him/her oral feedback for creating his/her second draft individually.
Bonus activity: Creation of a website about Ukraine´s refugee situation in small groups.

CONTENT

Contents from the Decreto 17/2008	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
Conceptual: - Human body: characteristics and differences in bodies. Identification and localization of external and internal parts in bodies. - Exploration of one´s own body. Progressive identification and acceptation of one´s own characteristics. Graphic representation of corporal scheme. Procedural: - Clear exposition and organization of the ideas. - Progressive distinction between reality and audio-visual representation. - Progressive awareness in moderate use of ICT tools. Attitudinal: - Positive attitude towards the foreign language. - Interest in participating in oral interaction into the foreign language, by routines and	- Competence in Linguistic Communication - Digital Competence - Learning to Learn - Social and Civic Competences - Cultural Awareness (retrieved from Byram, 1997): — <u>Savoir être/Attitudes</u>: includes brainstorming about SDG, realia, visual aids, and literature. — <u>Savoir apprendre/Skills of discovery and interaction</u>: face-to-face or virtual encounters, SDG implications for cultural misunderstandings etc.	Through compiling the Key Competences mentioned, the SDG 10 implies the adaptation of a mind-setting change, for improving non-discrimination politics, such as regular and responsible migration or allowing social, economic, and political insertion of everybody, no matter what their age, sex, disability, race, ethnicity, origin, religion, or economic status is.

habitual communicative situations. **Language content:** • Poetry III • Second draft poem, with co-feedback and individual reflection.		

COGNITION

Curricular objectives:
- To acknowledge what inequality means.
- To identify inequalities locally and globally.
- To distinguish human basic necessities.
- To compare the outside and inside of our body.
- To accept one´s own resources and compare them to others who have more or less.
- To be aware of oneself learning process.

Linguistic objectives:
- To convey what basic needs they have in their daily life.
- To describe inequalities and poverty issues in a proximate environment.
- To appreciate poetry as a development of feelings among writing and expressing them.

Learning outcomes:
- Students (Ss) know what inequality is and its consequences at all levels.
- Ss pinpoint inequities in their local environment and in further contexts.
- Ss list human essential needs.
- Ss label their very own funds and link them to others who have higher or lesser resources.
- Ss match outside and inside bodies.
- Ss sort the simple necessities they have in day-to-day living.
- Ss explain inequities and deprivation problems in their immediate atmosphere.
- Ss realize poetry as a growth of emotions between writing and voicing them.
- Ss categorize learning development.

CULTURE

Curricular objectives:
- To boost consciousness on the significance of controlling one´s personal assets.
- To respect other cultural realities.

Learning outcomes:
- Ss regard and accept further cultural existences.
- Ss raise awareness on the importance of regulating one´s particular holdings.

COMMUNICATION

Language of learning
- Key words and concepts about inequality: poor, wealthy, differences, injustice, discrimination, and diversity.
- Descriptive language: cogent lexis (e.g., best, amazing, definitely, need, should, most and sure), ordinal numbers (e.g., first, second, third, fourth)
- Poetry language: composition, free verse, literature, couplet.
- Language to present information to an audience: sharp sentences regarding oneself, providing essential individual data (e.g., first name, address, household, nationality).
- SDG concepts related: inequity, development, poverty, injustice, migration, and refugees.

Language for learning

- Analysis of the 'I want to learn…' sentence for the Learning Intentions Wall.
- Classroom language: 'Can I go to the toilet?' 'Can you open/close the window?' 'Can I have a marker?' ''

Language through learning
- Language through interaction with the teacher, the Language Assistant, and peers.
- Language through realia, group activities, videos, poem interchange for feedback and brainstorming.

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.
- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- Define inequality and identify it in different spaces, nearer and further from students´ perspective.
- Relate oneself body inner and outer components.
- String ordinal numbers and relate them with cardinal ones.
- Outline worked poetry items throughout the Unit, with their own words.

Minimum required
- Sequence ordinal numbers correctly until tenth (10th).
- Pinpoint oneself body inner and outer components.
- Compare at least to objects using cogent lexis learnt.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.

Assessment of process
- Learning Intention Wall.
- Teacher checklist for active observation of the students when they are doing the activities.
- Mini whiteboards for critical thinking, urgent feedback and verifying understanding.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Inequalities procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: Ss sketch and describe how a world without inequalities would be.
HOTS: Ss design and judge different inequality cases.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.
HOTS activity: invent and defend an inequality case.

4.3.4 Didactic Unit 14. Rock, Reduce, Recycle

DIDACTIC UNIT 14

Content area: Knowledge of the environment. Languages: communication and representation.
Gender: Poetry
Level: Year 3, Pre-Primary Education (5-6 years old)
Timing: 8 sessions in 3 weeks.
Description: This Didactic Unit is combined with SDG 8 (Economic Growth). Students will learn what economic growth involves, in agreement with national conditions. Furthermore, they will be aware of revolutionary techniques, including through a spotlight on high rate added and labour-concentrated segments: adequate job design, entrepreneurship, creativity, and innovation.
Product: A poem. In this Didactic Unit, second draft corrected (Didactic Unit 13 product) will be recited in small groups. Students, when finishing reading aloud will explain to their peers how they feel when reading the verses. Last modifications of pupils´ poems will be done in aid of the ICT app "Poetreat".
Bonus activity: Visit to the Botanic Garden.

CONTENT

Contents from the Decreto 17/2008	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
Conceptual: • Landscape and physical environment. • Observation, discovery, and description of proximate environment. • Services related to consumption. • Identification of changes in lifestyle and habits depending on the place.	• Competence in Linguistic Communication • Learning to Learn • Social and Civic Competences.	In line with the Key Competences, SDG 8 (Economic Growth) implies students to feel conscious about supply efficiency in the production-consumption cycle, achieving full and

Procedural: • Management and care of books. • Utilization of the library with respect and care. Valoration of the library as a data resource for entertainment and enjoyment. Attitudinal: • Positive attitude towards the foreign language. • Interest in sharing interpretations, sensations and emotions provoked by literary productions. **Language content:** • Poetry IV. • Poetry features and feelings in a recital.	• Sense of Initiative and Entrepreneurship • Cultural Awareness (retrieved from Byram, 1997): — <u>Savoir comprendre/Skills of interpreting and relating:</u> tasks such as creative working with poetry texts, looking at poems from different points of view etc. — <u>Savoir être/Attitudes:</u> using brainstorming, visual aids, applying poems written by or about peers from other cultures etc.	valuable engagement and decent job for everybody, no matter personal traits. Moreover, this SDG tries to considerably decrease the percentage of youth not in occupation, education, or instruction.

COGNITION

Curricular objectives: • To review the most important means of transport and to understand the distinctions among them. • To distinguish supply categories: renewable and non-renewable. • To identify where supplies come from (locally or not). • To describe how does students use economy in their daily life. • To measure the weather and associate it with oneself feelings. • To be aware of their learning process. **Linguistic objectives:** • To describe how the weather is according to different places. • To correlate the poetry recital with oneself emotions and personal happenings.	**Learning outcomes:** • Students (Ss) list the principal means of transport and distinguish variations between them. • Ss identify and describe resource types into renewable and non-renewable. • Ss pinpoint where resources originate from. • Ss recognize economic features in students´ daily life. • Ss determine weather conditions and link them with their emotions. • Ss explain weather situations in several spots. • Ss associate the poetry recitation with oneself feelings and individual experiences. • Ss categorize learning development.

CULTURE

Curricular objectives: • To assess ecological practices in the proximate environment. • To identify the respect of 4Rs rules. • To respect others in the class.	**Learning outcomes:** • Ss list the thoughts and beliefs of their peers. • Ss compare in environmental practices between their local town and the proximate ones.

| | • Ss categorize their respect to the 4R regulations. |

COMMUNICATION

Language of learning
- Key words and concepts: industry, production, increase, decrease, economy, development.
- Descriptive language: noun transports (e.g., train, car, bus, plane, boat, motorcycle, bicycle, and air balloon), weather adjectives (e.g., rainy, sunny, foggy, cloudy, windy) and using 'There is' and 'There are' phrases.
- Poetry language: figurative, music, literature and couplet.
- Language to describe the weather and the landscape (Present Simple): 'The weather is…', 'This landscape is…'
- Language to discuss: 'I prefer', 'I think', 'In mi opinion'.
- Connectors for comparing and contrasting (e.g., 'more…than', 'less… than')
- SDG concepts related: global, growth, agriculture, cattle, services, market.

Language for learning
- Analysis of the 'I want to learn…' sentence for the Learning Intentions Wall.
- Classroom language: 'See you next week!', 'I have a question', 'Can you pull up/down the blinds?' 'Can you help me please?'

Language through learning
- Language through interaction with the teacher, the Language Assistant, and peers.
- Language through realia, group activities, videos, poem recital and peer feedback.

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.
- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- List the primary means of transport and describe the distinctions among them.
- Describe different landscapes and weather conditions.
- Express oneself personal opinions.
- Distinguish between supply types.

Minimum required
- Differentiate and illustrate with 3 examples among supplies: renewable and non-renewable.
- Pinpoint 5 means of transport.
- Locate 4 landscapes throughout the world (e.g., dessert, ice poles, savannah, tropical forest).

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.

- Teacher checklist for active observation.

Assessment of process
- Learning Intention Wall.
- Teacher checklist for active observation of the students when they are doing the activities.
- KWL chart.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Economic Growth procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: Ss schedule a product-distribution route taking into account the 4Rs rule for planet conserving.
HOTS: Ss construct an ecological means of transport according to the 4Rs ruling.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.
- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.
HOTS activity: with the LOTS product-distribution, the student ought to organize the route for picking up the raw materials and classifying them into renewable or non-renewable.

4.3.5 Didactic Unit 15. Talking about cooperation and peace

DIDACTIC UNIT 15

Content area: Self-awareness and personal autonomy. Knowledge of the environment. Languages: communication and representation.
Gender: Poetry
Level: Year 3, Pre-Primary Education (5-6 years old)
Timing: 8 sessions in 3 weeks.

Description: This last Didactic Unit, bonds with SDG 16 (Peace) and SDG 17 (Partnership). SDG 16 enables students to become aware of significantly reduce all forms of violence, especially against children, as well as reduce stolen assets and combat organized crime. On the other hand, SDG 17 stands out for students to feel conscious of differences between developed and lesser developed countries and multiple sources, experiencing positivity towards coopering with them for their improvement.

Product: A poem. In this Didactic Unit, definite poems will be read out loud in company with the families, the Language Assistant, the teachers and the peers. When all of them have been recited, they will be posted on the corridor as a poetry exhibition.

CONTENT

Contents from the Decreto 17/2008	CONTRIBUTION TO THE KEY COMPETENCES	RELATION WITH THE 2030 AGENDA AND THE SDG
Conceptual: • Daily life activities. Progressive autonomy in their relationships. Regulation of one´s own behaviour and awareness of doing tasks. • Services related to consumption. Procedural: • Elementary rules which regulate daily life. Planification of tasks and acceptance of one´s own possibilities. • Identification of changes in lifestyle and habits depending on the place. Attitudinal: • Positive attitude towards the foreign language. • Interest in participating in oral interaction into the foreign language, by routines and habitual communicative situations. **Language content:** • Poetry V. • Poem as a whole and individual element.	• Competence in Linguistic Communication • Digital Competence • Learning to Learn • Social and Civic Competence • Cultural Awareness (retrieved by Byram, 1997): —Savoir s´engager/Critical cultural awareness: includes a critical comparison between Spain and UK dealing with Ukraine´s conflict with Russia. —Savoir comprendre/Skills of interpreting and relating: creative tasks with literary texts from different points of view for the Russian-Ukrainian conflict. —Savoirs/Knowledge: such as facts (video, photographs, news, authentic material) from the war dealt in eastern Europe.	The Key Competences are bonded with both SDG through the present-day conflict in Eastern Europe. Both SDG try to reduce discriminatory laws and policies for sustainable and peaceful development. Additionally, these also enhance global stability, including coordination and coherence for peaceful progress between countries.

COGNITION

Curricular objectives:	Learning outcomes:
• To review the most important means of transport and to understand the distinctions among them. • To locate Ukraine and Russia. • To understand Ukrainian-Russian war on common terms. • To acknowledge the importance of peace locally and globally.	• Students (Ss) pinpoint the principal means of transport and distinguish variations between them. • Ss list what a war implies and extrapolate it to their proximate environment. • Ss name and describe clothing.

• To understand what a conflict means and its possible senses. • To denominate some clothing and their purpose. • To debate about the present war in Eastern Europe giving it some possible pacific solutions. • To be aware of their learning process. **Linguistic objectives:** • To describe orally which feelings does peace and conflicts provoke in them. • To mediate for solving disagreements. • To correlate the poetry recital with oneself emotions and personal happenings.	• Ss illustrate the Ukrainian-Russian war on general conditions. • Ss sort the value of peace nearby and worldwide. • Ss explain to their peers what peace and conflicts incite them. • Ss discuss about the present-day conflict in Eastern Europe offering it several potential pacific results. • Ss use dialogue for resolving quarrels. • Ss associate the poetry recital with oneself feelings and individual experiences. • Ss categorize learning development.

CULTURE

Curricular objectives:	Learning outcomes:
• To contrast Ukraine and Russia´s cultural background with Spain´s. • To acknowledge how to say "peace" in Ukrainian and Russian.	• Ss match how to speak "peace" in Ukrainian and Russian. • Ss compare Ukraine and Russia´s social setting with Spain´s.

COMMUNICATION

Language of learning
- Key words and concepts: peace, security, violence, dialogue, democracy, cooperation, and liberty.
- Descriptive language: Russian and Ukraine´s lexis (e.g., landscape, reindeer, Siberian tiger, coat, grizzly, seal, polar bear), clothing vocabulary (e.g., long/short trousers, T-Shirt, coat, sweater, gloves, scarf, hat, boots, glasses, shoes)
- Poetry language: prose/verse, *haiku*, poet, and rhythm.
- Language to describe compare and contrast both countries (e.g., more…than, less…than).
- Language to discuss (e.g., think, belief, agree, disagree, exactly)
- SDG concepts related: conflict, Peace Nobel Prize, fight, respect, nonviolence and understanding.

Language for learning
- Analysis of the 'I want to learn…' sentence for the Learning Intentions Wall.
- Classroom language: 'Can I go to the board?' 'I do not understand…' 'Can I ask you a question?' 'Can you help me?'

Language through learning
- Language through interaction with the teacher, the Language Assistant, and peers.
- Language through realia, group activities, videos, poem recital and peer feedback.

ASSESSMENT

Evaluation criteria
- Regulate the improvement of tone, posture, balance, respiratory control, and motor management, using the motor, sensory and emotional opportunities of oneself.

- Fulfil independently and with ambition, frequent pursuits to comply with simple demands associated to personal treatment, sanitation, health, well-being, and other regular life duties.
- List the primary means of transport and describe the distinctions among them.
- Describe landscapes.
- Explain clothing items and their uses depending on weather.
- Differentiate between Russia and Ukraine´s characteristics.
- Define peace and conflict.
- Illustrate about a situation with peaceful and conflict items.

Minimum required
- Pinpoint 5 means of transport.
- Locate 4 landscapes throughout the world (e.g., dessert, ice poles, savannah, tropical forest).
- Describe 5 clothing elements.
- Place on a map where Russia and Ukraine are.
- Exemplify about a conflict situation and its peaceful resolvent.

Assessment of language
- Teacher and Language Assistant's oral language demonstrating on the point.
- Activity feedback employing mini whiteboards, thumbs up/down and random pick-up tools.

Assessment of content
- Teacher oral and written feedback on the activities.
- Teacher checklist for active observation.

Assessment of process
- Learning Intention Wall.
- Teacher checklist for active observation of the students when they are doing the activities.
- WALT and WILF picture.

ATTENTION TO DIVERSITY

General measures
- Multimodal input to describe the activities to guarantee all the pupils recognize and involve cognitively (flashcards, posters, and images to find out lexis, video tapes and records to display the contents, TPR activities to work out the Peace and Partnership procedure, pictures, and graphs to modify the information learning)
- Break down activities into minor components.
- Divide the bigger group into lesser sets.

LOTS & HOTS adaptation
LOTS: Ss draw how they imagine peace.
HOTS: Ss are shown different images and decide which one are peaceful or not.

Attention to Diversity with the blind student
- Safeguard him/her into letter-paper contrast, font, size, and line spacing. Adapt materials (if necessary) to Braille language.
- Lessen excessive task-copying.
- Apply 2B pencils or black marker pens.

- Use big font on the blackboard or interactive whiteboard.
- Put prints and other visual aid prompts around room within fluorescent paintings.
- Use multisensorial objects and reminds (related to touch and hearing sense, mainly).

Attention to Diversity with the High Capacities student
- Pair him/her with another pupil so he can help this colleague.
- Give him/her an active agent character in every activity to avoid him/her from being jaded.
- Keep him/her always engaged.

HOTS activity: to create a small writing about Ukraine-Russia´s conflict with a peaceful solution.

5. CONCLUSION

This Annual Syllabus has been a great contest for me, as well as a really crucial learning procedure. Throughout it, I have realised how valuable is it to have enthusiasm in our work, for all we do, even if it is the slightest task. An Annual Syllabus is the starting point for every single teacher, getting it as an indispensable cause for them to be profitable at their employment. With a well-built Annual Syllabus and loads of enthusiasm, students will learn more significantly from the instant the teacher begins improving the Syllabus at lesson.

Furthermore, I have learnt so much about CLIL, in its practical ways. Last year´s CLIL program was for me, the starting point to this Annual Syllabus. However, this End-of-Degree Project has assured me of CLIL´s advantages and how helpful it is for children. CLIL´s sense of sequencing assists educators from lower to higher cognitive demands, as well as, facilitating pupils evolving skills of various kinds, due to that is CLIL´s core: combining skills of all sorts and learn them at the very even moment, with the equal significance and enthusiasm. CLIL has a conventional common sense and objective: learning for life.

The Annual Syllabus aims to exhibit, the Education I trust in, in which pupils are the main personalities of the learning method and the educator requires to stay in a second role; managing pupils and recommending them his/her aid if necessary. Likewise, this Education in which I firmly trust, forms part of pupils learning in a meaningful manner, connecting the contents between them and their regular lives, with learners´ pursuits and worries. CLIL educators realize that what is taught is only as significant as how it is taught. They should have to understand students, find out their concerns and reasons, for pupils to really learn and completely build across brain, heart, body, and soul.

After all, I would wish to recognize Comillas Pontifical University for these five years of uninterrupted learning. I have had the chance to learn in an effective manner and connecting academic notions to practical ones throughout my placements. I would specially love to show gratitude to Magdalena Custodio, my CLIL tutor last year, who has been encouraging me throughout all this Annual Syllabus procedure. She has been a great mentor. I am so grateful to all the knowledge I have acquired from her. This Annual Syllabus has developed into a reality. She got me seeming CLIL in a different way, shifting my viewpoint entirely. I will remain researching and improving CLIL in my future teaching spaces, without any doubt.

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7. ANNEXES

7.1 Annex 1. Project I: Contents by area and block

SUBJECT AREA	SUBJECT BLOCK	CONTENTS
Area 1. Self-awareness and personal autonomy	Block 1. Body and self-image	Human body: characteristics and differences in bodies. Identification and localization of external and internal parts in bodies. Exploration of one´s own body. Progressive identification and acceptation of one´s own characteristics. Graphic representation of corporal scheme.
	Block 3. Activities and daily life	Elemental habits of organization, certainty, attention, initiative, and effort in one´s own activity. Abilities for interaction and collaboration, positive attitude for establishing affective relationships with adults and other children.
	Block 4. Selfcare and health	Health and selfcare. Actions and situations which boost health and generate one´s and others´ wellbeing. Personal hygiene. Acquisition and practice of healthy habits: exercise, rest, and diet.
Area 2. Knowledge of the environment	Block 1. Physical means: elements, relations, and measurement	Landscape and physical environment. Observation, discovery, and description of proximate environment.
	Block 3. Culture and society life	Services related to consumption. Identification of changes in lifestyle and habits depending on the place. Family and school. Awareness and necessity of both throughout the function in society. Valoration and respect of rules which govern cohabitation between social groups.
		Progressive use of exact and varied lexis, correct grammatical structure, adequate

		intonation, suitable voice tone, right pronunciation and auditive discrimination in the foreign language. Acquisition of basic lexis: food, poverty, necessities, waste, and consumption. Positive attitude towards the foreign language. Clear exposition and organization of the ideas.
Area 3. Languages: communication and representation	Block 1. Verbal language	Interest in participating in oral interaction into the foreign language, by routines and habitual communicative situations. Participation and active listening in habitual communicative situations. Progressive accommodation of sentences into interpreting messages, texts, and oral tales.
	Block 2. Audio-visual language and ICT	Initiation in using ICT instruments (computers. Cameras or MP3 players), as communicative elements. Progressive distinction between reality and audio-visual representation. Progressive awareness in moderate use of ICT tools.
	Block 3. Plastic language	Expression and communication of emotions and facts through design and plastic productions done with different materials and techniques. Representation of the human figure, differentiating body parts.

7.2 Annex 2. Project II: Contents by area and block

SUBJECT AREA	SUBJECT BLOCK	CONTENTS
Area 1. Self-awareness and personal autonomy	Block 1. Body and self-image	Perceptions and sensations of physical changes in the environment throughout time. Spatial references relating to one´s own body. Basic necessities of one´s own body. Identification, manifestation, regulation, and control of necessities. Confidence in one´s own abilities. Valoration and acceptation of one´s own possibilities and limitations. Respect for differences, acceptance of one´s own identity. Avoid discrimination attitudes. Progressive control of one´s own emotions and feelings.

	Block 3. Activities and daily life.	Daily life activities. Progressive autonomy in their relationships. Regulation of one´s own behaviour and awareness of doing tasks. Elementary rules which regulate daily life. Planification of tasks and acceptance of one´s own possibilities.
Area 2 Knowledge of the environment	Block 1. Physical means: elements, relations, and measurement	Landscape and physical environment. Observation, discovery, and description of proximate environment.
	Block 3. Culture and society life	Services related to consumption. Identification of changes in lifestyle and habits depending on the place. Family and school. Awareness and necessity of both throughout the function in society. Valoration and respect of rules which govern cohabitation between social groups. Participation in the family and the school.
Area 3. Languages: communication and representation	Block 1. Verbal language	Progressive use of exact and varied lexis, correct grammatical structure, adequate intonation, suitable voice tone, right pronunciation and auditive discrimination in the foreign language. Positive attitude towards the foreign language. Clear exposition and organization of the ideas. Management and care of books. Utilization of the library with respect and care. Valoration of the library as a data resource for entertainment and enjoyment. Creative participation in linguistic games. Dramatization on literary texts and enjoyment for expressing with extralinguistic resources. Interest in sharing interpretations, sensations and emotions provoked by literary productions.
	Block 2. Audio-visual language and ICT	Initiation in using ICT instruments (computers. Cameras or MP3 players), as communicative elements. Progressive distinction between reality and audio-visual representation.

		Progressive awareness in moderate use of ICT tools.
	Block 4. Musical language	Noise, silence, music. Exploration of acoustic possibilities of the voice, one´s own body, daily objectives, and musical instruments. Use of sounds found for interpretation and musical awareness. Choral and instrumental music.

7.3 Annex 3. Project III: Contents by area and block

SUBJECT AREA	SUBJECT BLOCK	CONTENTS
Area 1. Self-awareness and personal autonomy	Block 1. Body and self-image	Human body: characteristics and differences in bodies. Identification and localization of external and internal parts in bodies. Exploration of one´s own body. Progressive identification and acceptation of one´s own characteristics. Graphic representation of corporal scheme.
	Block 3. Activities and daily life	Daily life activities. Progressive autonomy in their relationships. Regulation of one´s own behaviour and awareness of doing tasks. Elementary rules which regulate daily life. Planification of tasks and acceptance of one´s own possibilities.
Area 2. Knowledge of the environment	Block 1. Physical means: elements, relations, and measurement	Landscape and physical environment. Observation, discovery, and description of proximate environment.
	Block 3. Culture and society life	Services related to consumption. Identification of changes in lifestyle and habits depending on the place. Family and school. Awareness and necessity of both throughout the function in society. Valoration and respect of rules which govern cohabitation between social groups. Participation in the family and the school.
		Progressive use of exact and varied lexis, correct grammatical structure, adequate intonation, suitable voice

		tone, right pronunciation and auditive discrimination in the foreign language.
Area 3. Languages: communication and representation	Block 1. Verbal language	Positive attitude towards the foreign language. Clear exposition and organization of the ideas. Management and care of books. Utilization of the library with respect and care. Valoration of the library as a data resource for entertainment and enjoyment. Dramatization on literary texts and enjoyment for expressing with extralinguistic resources. Positive attitude towards the foreign language. Clear exposition and organization of the ideas. Interest in participating in oral interaction into the foreign language, by routines and habitual communicative situations. Participation and active listening in habitual communicative situations. Progressive accommodation of sentences into interpreting messages, texts, and oral tales.
	Block 2. Audio-visual language and ICT	Initiation in using ICT instruments (computers. Cameras or MP3 players), as communicative elements. Progressive distinction between reality and audio-visual representation. Progressive awareness in moderate use of ICT tools.
	Block 3. Plastic language	Interpretation and value of different plastic works in the environment. Initiation into art: painting, sculpturing and arquitecture. Main elements. Representative authors. The museum.
	Block 4. Musical language	Interest and participation in interpreting them. Songs as expressive elements. Songs from proximate and remote places.

7.4 Annex 4. Temporalization and scheduling of the Projects and Didactic Units

PROJECT	DIDACTIC UNIT	TEMPORALIZATION	SESSIONS
I. The SDG in my daily life	1. What does poverty mean?	7th September -24th September	1 to 11
	2. Everyone deserves to eat.	27th September-18th October	12 to 22
	3. Stay healthy!	19th October-8th November	23 to 33
	4. School or Education?	9th November-25th November	34 to 44
	5. Boys, girls and…?	29th November-16th December	45 to 55
Review Sessions		20th, 21st and 22nd December	55 to 57
II. The SDG in my proximate environment	6. Is all the water clean?	10th January-25th January	1 to 10
	7. Energetic cleaning	26th January- 10th February	11 to 20
	8. Life without humans	14th February- 2nd March	21 to 30
	9. Sustain...what?	3rd March-21st March	31 to 40
	10. 1,2,3… Climate Action.	22nd March-5th April	41 to 50
Review Sessions		6th and 7th April	51 and 52
III. The SDG worldwide	11. Let´s build up safely!	19th April-28th April	1 to 7
	12. Are we responsible consumers?	3rd May-12th May	8 to 15
	13. We are all the same and different!	17th May- 26th May	16 to 23
	14. Rock, Reduce, Recycle.	30th May-8th June	24 to 31

15. Talking about cooperation and peace	9th June-21st June		32 to 38
Review Sessions	22nd and 23rd June		39 and 40

7.5 Annex 5. Teacher evaluation rubric

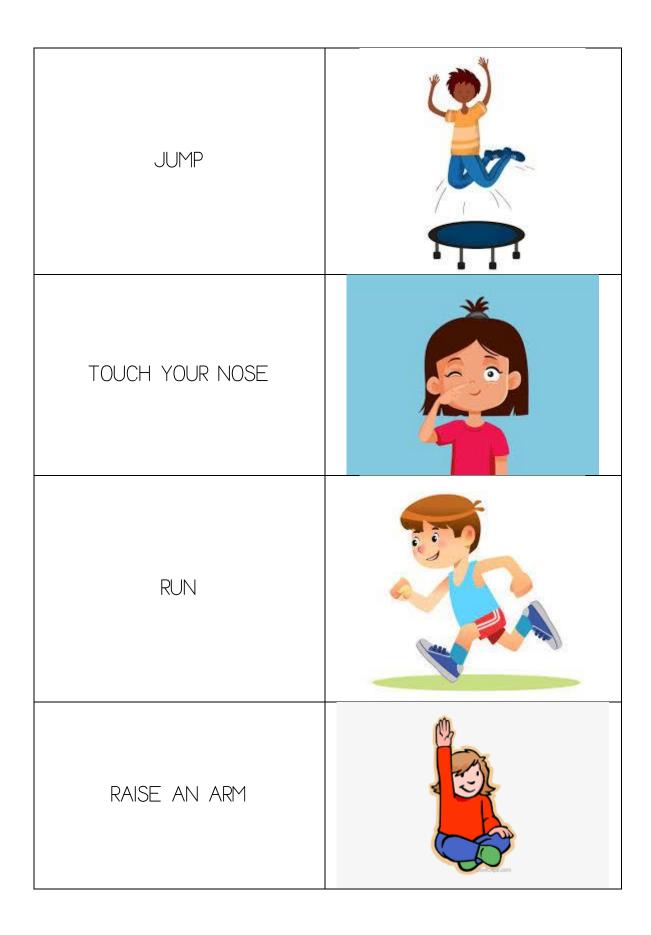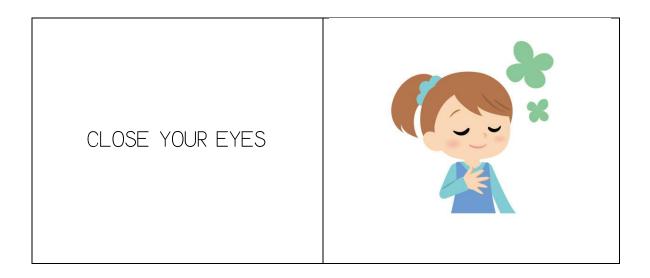| PLANIFICATION ADEQUACY		QUANTIFIER	IMPROVEMENT PROPOSAL
CLASS AND MATERIAL PREPARATION	Coherency between the Syllabus and class development		
	Temporalization sequency		
	Syllabus adequation to students		
ADEQUATE METHODOLOGY. TRANSVERSAL ELEMENTS	Interdisciplinarity consideration. Significative learning activities.		
	Motivation and students´ skills progress		
TEACHING PRACTICE REGULATION	Pupils´ following grade		
	Suitability of resources		
	Rating criteria are agreed between level teachers		
LEARNING ASSESSMENT AND THEIR CONNECTION TO FAMILIES	Assessment linked to objectives and contents		
	Evaluation instruments are recognized by students and families		
	Assessment is adjusted to activities´ aims.		
ATTENTION TO DIVERSITY. STUDENTS AND FAMILIES	Measures adopted beforehand knowing certainly learning difficulties		
	Reply is given to different capacities and learning rhythms		
	Resources and measures have been enough		
	Application of extraordinary measures in line with the Guidance department		

8. APPENDICES

8.1 Appendix 1. Novel words flashcards

INTRODUCTION	FRONT PAGE	TALE
CRUX	TITLE	CHAPTER
OUTCOME	CONCLUSION	PROTAGONIST
AUTHOR	PROSE	ANTAGONIST

8.2 Appendix 2. Commands

TOUCH YOUR FEET	
TURN AROUND	

JUMP	
TOUCH YOUR NOSE	
RUN	
RAISE AN ARM	

CLOSE YOUR EYES	

8.3 Appendix 3. Novel parts *Boy! Can he dance?*

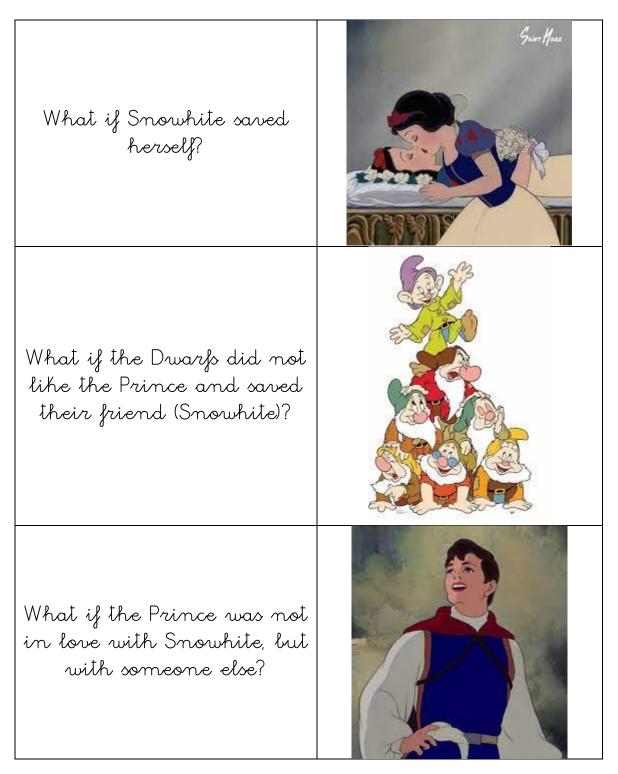|	
INTRODUCTION	
CRUX	

OUTCOME	

8.5 Appendix 5: WALT and WILF poster

We Are Learning To	What I am Looking For
Distinguish between Gender and Sex	Identify myself with one sex and one gender that I am confident with
Respect and value all types of genders and sexes	Learn about how others feel about their own body

8.6 Appendix 6: Sentence cards for expressing ideas

I think a girl can lift a heavy box	I think a mom can work as a carpenter
I think a dad can cook dinner	I think a girl can become a lorry driver
I think a boy can wear make-up	I think a dad can do housework: laundry, groceries...

8. 7 Appendix 7: Alternative ending flashcards

What if Snowhite saved herself?	
What if the Dwarfs did not like the Prince and saved their friend (Snowhite)?	
What if the Prince was not in love with Snowhite, but with someone else?	

8.8 Appendix 8: Alternative ending illustration

Draw here your alternative ending for Snowhite:

Say, copy, write two words about the ending you chose:

8. 9 Appendix 9. Gender Equality case

It is said that at least 40% of the Earth's countries, give boys and girls the same access to Education. Through Education, 420 million individuals could be rescued from poverty issues. Unfortunately, inequality is still present in our daily lives. Girls have more chances of being discriminated.

This happens to Amila, a 5-year-old girl from Cambodia who has to walk up to four kilometres per day to go to school. She is the only girl from her village that goes to school. In fact, her parents have decided to her quitting Education, for helping them harvest and feed the cattle. Amila wants to become a doctor, for removing illnesses in her country. However, if she does not assist to school, her dream could not become true.

How could you help Amila continue her studies?

8.10 Appendix 10: IB possible solutions

Amila can:

a) Just help her parents.

b) Try to talk to her parents about her dream.

c) Try to do both: school and helping her family.

Amila can:

a) Make her family see the importance of health in their country.

b) Do not follow her dreams.

c) Talk with her brother, who supports her, for him to help her chase her dream.

8. 11 Appendix 11. Poster for Gender Equality case

How can we help Amila?
- - - - - - - -
Let's draw our solutions for Amila!

https://create.kahoot.it/share/character-gender-modification/c914fd96-2311-4663-9e18-4a5eecfeb3a1

https://PollEv.com/free_text_polls/Mb9LVc8NVQunSP7L1DzKw/respond