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1. Introduction

Since I was little, I remember passionately hearing all the anecdotes and stories that my mother used to tell me about her day-to-day at the school, transmitting me her love and passion for education. Thanks to her example, as well as my great enthusiasm for sport and English, I decided to start a new chapter of my life by studying the *Dual Degree in Sports Science and Primary Education* at Universidad Pontificia Comillas. Throughout all my years as a student in the different educational stages, I have been more than lucky to come across many teachers, each of them with their respective opinions and views about education. As it occurs in other real-life contexts, some of the people that we stumble on go across our lives almost as if they were indifferent to us, others create pain and wounds that need to be cured and, fortunately, some others leaving a pleasing mark on us. Something that all those teachers that made a great impression on me instead of scars have in common is, among others, their strong passion for teaching and their great capacity to connect with the students and to transmit them the joy of learning and the motivation needed for this to happen.

Based on my personal experience as a student, the English subject is probably one of those curricular areas that someone can either feel a strong passion for or, unfortunately, the opposite. In my case, I have always felt a special connection with this language, enjoying all the English classes that were taught at school and knowing that all the acquired learnings throughout those years would be someday put into practice. I still can remember the day when my parents told me that we were to move to the US. I would be lying if I said that I was not scared of the prospect of having to live in a new country where my mother tongue was not generally spoken, but I also knew that it was the perfect occasion to apply all the English skills that I had developed so far and to improve them. Besides the English knowledge that I gained from that experience, those three years also helped me grow as a person. Firstly, immersing into a new country allows the reception of many different points of view and the coexistence with people from diverse cultures, thus contributing to becoming a more open-minded person. That challenging adventure that certainly implied leaving my comfort zone also aided me to learn how to effectively deal with frustration and shyness.

During these five enriching years at university, I have had the chance to learn how to effectively teach English at schools and to put some of that knowledge into practice during my internships. As it was previously mentioned, there are teachers who really leave a pleasant mark on someone, and I am happy to say that was the case with all the teachers that I have had the opportunity to be with, including both my internship and university teachers. Specially, I would like to stand out my last year's internship where I had the chance to be tutored by a second grade English teacher who really tried her best to make the English learning process something fun, favoring meaningful learning by taking into consideration the motivational aspect of learning and the importance of designing classes where students can participate and become the protagonists of their own learning process.

This final degree project is a combination of all the knowledge acquired during these five years of training as well as my previous knowledge and experiences, creativity, effort and enthusiasm, resulting in a syllabus made up of fifteen unit plans to be delivered to the second grade of Primary Education. The course selection was based on the confidence and knowledge obtained during my third internship period as well as on the conviction that this level is a great stage to effectively set the foundations of this subject that will be needed to acquire solid learning in the future. This statement is based on the fact that Year 2 Primary students already have a considerable foundation and development of the reading and writing skills in their mother tongue, thus offering the English teacher a wide range and variety of possible English activities. The design of the activities to be undertaken during the classes implies the development and application of those two types of communicative skills, being the main focus the oral skills and considering that the English language doesn't have a direct correspondence between graphemes and phonemes.

The topic chosen to be the main thread of this syllabus is cinema. Beyond the motivation that it can create among the students, cinema allows the design of a variety of activities that could be implemented in class. In addition to that, this main thread offers many possibilities to establish connections not only with all the English contents from the curriculum, but also with other curricular areas, contributing therefore to the conception

that knowledge must be seen as a global entity instead of something divided into fragments.

Considering cinema as the main thread of this syllabus, the popular French series entitled “*Martin morning*” will be used to make this syllabus more specific and the projects that will be done throughout this proposal. This decision was made based on the correspondence between its short episodes and the English contents that need to be taught to second graders as well as on the sense of motivation, enthusiasm, and curiosity that Martin’s adventures can trigger in the students

Lights, camera, and action!



2. Theoretical justification

This syllabus is based on the national and regional educational regulations, thus ensuring to meet all the established requirements, contents, and objectives, as well as considering the guidelines that are provided related to the English teaching and learning process in Primary Education.

According to *Real Decreto 126/2014, de 28 de febrero, por el que se establece el Currículo Básico de la Educación Primaria*, there is a direct correlation between the acquisition of the communicative and linguistic competence in a language other than the mother tongue and an increase in the academic performance in other curricular areas such as mathematics, arts and crafts or literary skills. Furthermore, the study of different languages contributes not only to the development of auditory memory, but also to the flourishing of an appropriate sensibilization for the diversity that characterizes our society and the internalization of a wide range of values by the students such as tolerance, respect, or the acceptance of other cultures, among many others.

The design of the respective unit plans has deeply taken into consideration the general guidelines that are presented in this educational ordinance. Some of the principles that are addressed in this educational law are that all the communicative interactions, as well as the comprehension and production of texts, always need to refer to familiar contexts to the students, thus taking advantage of the previous acquired knowledge and the preexisting abilities. The design and application of games and the cooperation between the students are some powerful resources for the appropriate development of the English learning process and for the improvement of socialization among the students. In addition, the Real Decreto 157/2022 mentions the importance of the functionality of the acquired learnings in order to favor the development of other competences, thus contributing to the interdisciplinary approach that characterizes this syllabus. Furthermore, ensuring an educational social inclusion, as well as the individualization of the students' learning process, the prevention of learning difficulties and the implementation of reinforcement and flexibilization strategies are some of the main pedagogical principles that this new royal decree presents and that are sought to be achieved with the design of this annual program.

Once the state regulation has been addressed, there are two main regional rulings that will be used to set the basis of this syllabus. The *Decreto 89/2014, de 24 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el Currículo de la Educación Primaria*, clearly presents and divides all the contents that need to be covered during the six grades of Primary Education. For better understanding and identification, the contents are grouped into five main blocks: *comprensión oral, expresión oral, comprensión lectora, expresión escrita y contenidos sintáctico-discursivos*. *Los estándares de aprendizaje evaluables* will be referred to when designing the different evaluation and assessment tools to make sure that all the contents presented throughout the syllabus are correctly learnt. As for the guidelines related to the second grade of Primary Education, it is crucial to start working on the oral comprehension and listening skills as soon as possible, paying special and constant attention to the development of an accurate intonation and pronunciation. In harmony with the state regulation, *Decreto 89/2014* clearly recommends the use of games, songs and storytelling in class. In addition, other specific strategies such as making predictions, inferring meaning, foreseeing contents, etc will be frequently used throughout the designed activities and unit plans.

Since the educational institution where this syllabus would supposedly take place is a bilingual school, it seems convenient to address *Orden 5958/2010, de 7 de diciembre, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid*, for a more detailed description of the lexis, functions, skills, and productive genres that students will work in each cycle, as well as assessment criteria and methodology strategies. Therefore, the designed syllabus will be strictly based on the presented guidelines to correctly develop the student's English skills, as much as all the contents that need to be covered and appropriately taught.

Due to the recent publication of the *Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria*, the contents and the evaluation criteria presented throughout the different unit plans is based on the *Decreto 89/2014*. However, this new national ruling will be used when referring to the stage objectives that need to be achieved throughout the implementation of this

syllabus and to the key competences that need to be developed throughout the Primary Education stage.

3. Contextualization

This syllabus is designed to be implemented in a specific social and cultural environment, thus being necessary to consider all the aspects and factors that will be influential when implementing this syllabus. The school selected to be the scenario of this annual syllabus and its respective unit plans is *CEIP Antonio Machado*. It is a bilingual public school located in Colmenar Viejo, a town situated in the north of Comunidad de Madrid.

This institution comprises Infant Education (3-6 years old) and Primary Education (6-12 years old), with a total of 475 students, approximately 25 pupils per class. CEIP Antonio Machado consists of five different buildings within the same school enclosure. One of them is shared by the 5 year-old students, as well as the first and second graders. This building also houses the school library, the music classroom, the two dining areas, and the pedagogo (pedagogical therapist) and logopeda (speech therapist)'s room. The biggest building is the place where the third, fourth, fifth and sixth grade classes take place. It also includes the infirmary, the janitor's area and the headteacher's office. Another building is set for the two gyms and the Physical Education materials room, and some other buildings are used by Infant Education students. As for the classrooms, they are fairly big and bright, each of them equipped with a smart board.

Besides the indoor facilities, the school also includes three big outdoor multipurpose courts where the Physical Education classes take place, and a sand play area for the first and second graders' courtyard time. The school's building plan can be found in [Annex 1](#).

One specific aspect of the school that makes it stand out from other educational institutions in Colmenar Viejo is its specialization in students with visual, hearing and language disabilities. The school relies on the work of eighteen class teachers, three specialists without tutoring (Music, Physical Education and Religion), three Native English assistants, three Therapeutic Pedagogy teachers, one speech therapist, one nurse, an orientation team, an administrative assistant, a janitor, and a cleaning and cafeteria

service. All the school's staff are seriously mindful of the school's communal living, favoring appropriate behaviors and attitudes to make that happen.

The number of students who attend this school is continuously rising due to the increase in population of Colmenar Viejo. Regarding the socio-economic level of the families, most of them are middle-high class, although a minority of families who live in social housing near the school are also served by this educational institution. Although the majority of the students' parents have a university degree, some of them only have basic studies. Generally, the families respond with kindness and collaboration to the school's demands. Nevertheless, there is still a minority of families that show little interest for their child's education, leading to the teachers' concerns and leaving them with no other option but to solve the pupil' problems on their own.

Concerning multilingual policy, the subjects *Music, Natural Science, Arts and crafts, Values and Cohabitation* are taught in English. This requires an additional effort by the students to correctly understand the teachers' instructions and explanations. Furthermore, the educators who teach these subjects demand students to communicate with each other in English, favoring therefore their fluency in this language.

The Community of Madrid created a bilingual (English) education program in 2004. Currently, it involves 399 public schools, 216 semi-private schools and 190 high schools (Cifras y datos, 2021). This program not only aims at enhancing the teaching of English, but also to use English as the language of instructions of others curricular subjects in that language. By doing this, students will learn English in a natural way due to their continuous English exposure. All the bilingual schools must follow the official curriculum of Comunidad Madrid, but the *Orden 5958/2010, 7 de diciembre*, is the regulation that controls and supervises the proper functioning of the bilingual schools in Comunidad de Madrid.

The Community of Madrid's bilingual education program requires the school to deliver five English sessions per week. The program also specifies that English will be used to teach two Natural Science periods, one Music hour, and one Values and Citizenship session. In addition to this general program, the school's own program also includes

three-weekly English session for the 3-year-old students, four-weekly sessions for the 4-year-old students, and one daily English session for the 5-five-year old students.

In addition to the English programs, the school is currently implementing other projects such as “*Educar para ser*” and “Enrichment Project”. The general aim of “*Educar para ser*” is to create a school culture which contributes to the stimulation of the students’ non cognitive abilities, such as keeping attention, ignoring possible distractions, being creative, postponing rewards, learning how to manage and deal with frustration and uncertainty, etc., helping them to reinforce their self-confidence, academic performance, social and emotional abilities and, overall, their welfare. This project is being applied to all the students starting in the second year of Infant Education through the sixth grade of Primary Education.

The *Enrichment Project* emerges from the detection of students with high intellectual capacities and heightened levels of academic performance, and the need to meet and satisfy their demands. This program is based on the theoretical aspects and ideologies of Renzulli’s model and his attempt to boost the pupils’ creativity (Reis and Renzulli, 2010). As a way of making that possible, the school opted to create an investigation classroom where these students could go to once a week to research together about topics chosen by them. Also, some classrooms have established a work corner which contains linguistic and mathematical logic worksheets, as well as challenges and intellectual games.

All these characteristics of this school are the reason why I have chosen to do my syllabus in this educational institution. CEIP Antonio Machado is very dynamic, participative, and highly interested in improving its students’ education.

3.1. Psychoevolutive characteristics of the child of the age for which the proposal is made

This syllabus is designed for year 2 of Primary Education, which corresponds to students aged seven and eight. This section will present some of the main characteristics of the

students according to four different criteria: cognitive development, linguistic development, socio-affective development, and moral development.

Cognitive development

According to Piaget's theory of cognitive development (McLeod, 2020), Year 2 Primary students are situated in the concrete operational stage, which includes children from seven to eleven years old. At this point of development, even though they are still concrete and literal, kids start thinking logically about specific events, but keep struggling with abstract and hypothetical concepts. In addition to this, one of the main features of this stage is that kids are able to focus on the different aspects of a situation or circumstance at the same time, referring to this as decentration. During this stage, children also become less egocentric and begin to think about how other people might think and feel, thus starting to leave behind that egocentrism from the previous stage.

Linguistic development

Vygotsky's sociocultural theory, developed in 1934, argues that language is the basis of learning since it supports other activities such as reading, writing, reasoning and reflective thinking (Kurt, 2020). Vygotsky states that the development of speech occurs in three stages: external, egocentric, and inner speech. Year 2 of Primary Education students will be between the end of the egocentric speech stage and the beginning of inner speech. In the egocentric speech stage (between the ages of three and seven) kids start to internally rationalize their actions and to talk to themselves. Furthermore, the inner speech helps individuals to control their reasoning and organize their thoughts.

According to Chomsky's theory of language, people can acquire language because we are genetically encoded with a basic understanding of how communication is structured (Joy, 2019). He claims that the sooner the kids start their process of learning a second language, the better, being this second year of Primary Education a key grade for the students since the capacity to learn new languages is greater in comparison to other stages.

Socio-affective development

Socio-affective development includes the child's experience, expression, management of emotions and the ability to establish positive and rewarding relationships with others (Cohen et al., 2005).

Regarding seven and eight years old students, they understand that it is possible to feel more than one emotion at the same time, developing the sense of empathy and compassion. Moreover, kids give an important value to feeling the sense of belonging and acceptance within a group, thus being interested in their peers and developing friendships based on trust. At this stage, not only the social relationships with their friends and peers change, but also with their parents due to the development of their autonomy and the ability to do many more things by themselves without their parents' help and attention. Therefore, school is not only a very powerful setting to encourage and develop the students' cognitive abilities, but also their social, communication and cooperative skills, as well as build their self-esteem and confidence, among others.

Moral development

Kohlberg's Theory of Moral development, created in 1987, states that there are three stages of moral development that each person moves through in a fixed order, each of them splitting into two (McLoad, 2013). The three levels of moral development receive the name of preconventional, conventional and postconventional. According to his theory, students from Year 2 of Primary Education would be located in the pre-conventional morality stage. At this point, kids don't have a personal code of morality; their moral decision are based on the adults' standards and the consequences that kids will have to face when following or disobeying the rules. Furthermore, authority is outside the person and kids usually make their decisions based on the consequences of their actions.

Regarding the age that concerns us, students will be placed into the first sub-stage, named obedience and punishment orientation, which is characteristic of children with good behaviors in order to avoid being punished.

4. Objectives

This section includes the general objectives that correspond to the entire Primary Education stage, all of them addressed in *Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria*.

a) *Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas de forma empática, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como el pluralismo propio de una sociedad democrática.*

b) *Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.*

c) *Adquirir habilidades para la resolución pacífica de conflictos y la prevención de la violencia, que les permitan desenvolverse con autonomía en el ámbito escolar y familiar, así como en los grupos sociales con los que se relacionan.*

d) *Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas por motivos de etnia, orientación o identidad sexual, religión o creencias, discapacidad u otras condiciones.*

e) *Conocer y utilizar de manera apropiada la lengua castellana y, si la hubiere, la lengua cooficial de la comunidad autónoma y desarrollar hábitos de lectura.*

f) *Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.*

g) *Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.*

h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.

i) Desarrollar las competencias tecnológicas básicas e iniciarse en su utilización, para el aprendizaje, desarrollando un espíritu crítico ante su funcionamiento y los mensajes que reciben y elaboran.

j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.

k) Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física, el deporte y la alimentación como medios para favorecer el desarrollo personal y social.

l) Conocer y valorar los animales más próximos al ser humano y adoptar modos de comportamiento que favorezcan la empatía y su cuidado.

m) Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con las demás personas, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.

n) Desarrollar hábitos cotidianos de movilidad activa autónoma saludable, fomentando la educación vial y actitudes de respeto que incidan en la prevención de los accidentes de tráfico.

English subject and year objectives

The curricular area objectives have been sketched out based on the contents taken from *Decreto 89/2014* and in the *Orden 5958/2010, de 7 de diciembre, por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid.*

The different objectives that this syllabus aims to achieve can be found across the fifteen unit plans. In addition, the objectives are linked to the competences specifically mentioned in the next section, all of them which come from the *Real Decreto 126/2014, de 28 de febrero, por el que se establece el Currículo Básico de la Educación Primaria.*

5. Competences

According to *Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria, el Currículo Básico de la Educación Primaria*, competences are those needed by people for their personal growth and success, as well as to give response to the main global and local challenges. The following proposal intends to develop in the students the following competences:

1. Linguistic competence (*Competencia en comunicación lingüística*): it refers to the ability to communicate, interpret and understand different concepts, thoughts, opinions, and facts through oral and written texts. In addition, this competence allows the students to linguistically interact with each other in a great variety of social and cultural contexts. In this syllabus, this competence will be developed in the students by selecting and working on contents related to the four main categories that the linguistic competence divides into: oral comprehension (Bloque 1), oral expression (Bloque 2), written comprehension (Bloque 3), and written expression (Bloque 4). Many different group dynamics and activities implemented in class will favor the improvement of the students' writing, speaking, and reading skills.

2. Multilingual competence (*Competencia plurilingüe*): this key competence implies the familiarization and correct use of two or more languages on the basis of how these languages are applied in different contexts. This competence will be highly developed throughout the syllabus since it is an English annual program, thus contributing to the acquisition of contents, abilities, and competences related to the English language.

3. Mathematical, Science, Technological, and Engineering competence (*Competencia matemática y competencias básicas en ciencia, tecnología e ingeniería*): on one hand, this competence implies the use of elements and mathematical reasoning in personal and social contexts to interpret and produce information, and to solve problems that derive from familiar situations. This will be mainly developed in the first unit of this syllabus by working on the cardinal and ordinal numbers through different activities. On the other hand, the scientific and technological aspects of this competence will be improved by broaching contents related to the Natural Science subject such as animals, nature, water, weather, plants, materials, the human body, inventions, and discoveries.

4. Digital competence (*Competencia digital*): this competence implies the acquisition and use of abilities to search, obtain, process, and communicate information through different information and communication technology devices in order to transform it into knowledge. The main objective of the Primary Education stage regarding this competence is to introduce the students in the use of the information and communication technology (ICT) to learn, considering them as a learning tool and developing their critical sense when producing and receiving different texts and messages. This competence will be developed by broaching different contents related to the use of different technology devices and the information that can be obtained from those resources to solve and complete the assigned tasks.

5. Personal, social, and learning to learn competence (*Competencia personal, social y de aprender a aprender*): this competence implies the students' commitment to build their own knowledge based on different learnings and experiences with the aim of applying them in a great variety of contexts. It entails the ability to keep learning more effectively and autonomously according to the different objectives and demands. This syllabus aims to develop this competence by instilling in the students the sense of interdisciplinarity between the different subjects, broaching Natural Science, Arts and Crafts, and Mathematics contents in English class. Also, by applying the Cooperative Learning approach, students will take on more responsibilities and more freedom when doing their respective tasks, having to organize themselves, thus contributing to the development of this competence.

6: Citizenship competences (*Competencia ciudadana*): the social competence is related to the personal and collective well-being, requiring the understanding of how people can contribute not only to their own physical and mental health, but also to others' well-being and comfort. The citizenship competence refers to the ability to effectively interact with each other and to show and demonstrate respect, interest, and solidarity to solve problems that affect not only to the school context, but also to the whole community. Furthermore, this competence seeks to develop cultural connections and the inter-cultural competence among the students, prompting a plurilingual and intercultural education by contacting and collaborating with students with a culturally different world to their own.

This competence will be mainly developed through the different behavioral contents presented throughout the units.

7. Entrepreneurial competence (*Competencia emprendedora*): it could be defined as the ability to transform the different ideas into concrete actions. This competence is related to issues such as creativity, innovation, and the ability to organize and manage individual and group projects to achieve the objectives previously established, among others. The Project Based Approach and the Cooperative Learning Approach, both used throughout this syllabus, significantly contribute to the development of this competence by encouraging the students to solve different challenges with their teammates' help.

8. Awareness and cultural expressions competence (*Competencia en conciencia y expresiones culturales*): it refers to the knowledge of different cultural and artistic expressions, showing respect and critical behaviors towards them and understanding culture as a pleasure and learning resource. This competence will be developed through different behavioral contents related to the acceptance of differences.

6. Contents

This syllabus is composed of fifteen unit plans in which the *Martin Morning* series and cinema will be used as the main thread. The syllabus is based on a fictitious letter written by the author of *Martin Morning* in which he asks for the students help. For the 20th anniversary of this series, the author wants to create a movie in which the protagonists are real people, designing a storyline based on some of the anecdotes and episodes of this cartoon's series. For the selection process of the people who will be involved in the movie's production, the author has reached out to many students from different schools asking them to send him a video of all the projects and activities that they make at school throughout the year based on this series. The students involved in the video that he likes the most will be the casting's winners, thus having the opportunity to create a movie.

Every unit begins with a motivational activity in which students will be introduced to the main topics of the unit in a fun and interesting way. Diverse types of resources will be used for its elaboration, all of them based on some elements of the *Martin Morning* series such

as the characters and the episodes. In addition to this, other activities will require the use and application of different genres such as scripts, riddles, speeches, drama, comedy, and action movies. By following this approach, the *Martin Morning* series and the cinema threads will be constantly applied throughout the syllabus.

With the aim of demonstrating the learnings and abilities acquired by the students, a final project will take place at the end of every unit, therefore applying the Project Based Learning approach mentioned in previous sections. These projects, most of them group work, also involve the *Martin Morning* series and the cinema thread, allowing the students to keep developing and improving their writing and speaking skills.

The unit's initial and final activities will be captured by either taking a photo or filming a short video because they will be incorporated in the final year video that will be sent to the author of *Martin Morning* for his casting. Therefore, even though there is a large, final project, it will be made up from the different small projects and activities that will be done throughout at the end of every unit throughout the whole academic year.

The following section aims to present in a clear and visual manner all the contents, objectives, evaluation criteria, and rationale of all the didactic units that will be covered throughout the course.

UNIT	1- Let's find out who our writer is
SESSIONS	8
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	20/09/21-30/09/21

RATIONALE OF THE DIDACTIC UNIT THEME

The general aim of this unit plan is to serve as an initial contact for the students to get to know the dynamic that will be used throughout the whole academic year, as well as to review some of the contents that were learnt in previous years.

In this unit, students will receive a fictitious letter written by the author of *Martin Morning* in which he asks for the pupil's help ([Annex 2](#)). To figure out who the person is, students will be getting virtual coins for the correct realization of different challenges. Those coins will be used to buy the "movie tickets" that are needed to watch one episode of *Martin Morning's* series and get to know who the person asking for their help is, considering this as the final product of the unit.

Throughout the different challenges and activities, it is intended to work on the grammatical structures of singular and plural expressions, as well as on the cardinal and ordinal numbers. The sound and the letters of the alphabet will be also learnt throughout different listening activities.

Final project: see one *Martin Morning's* episode to figure out who our writer is

OBJECTIVES

- To know the cardinal numbers up to two digits
- To learn the ordinal numbers up to one digit
- To recognize the sound and name of the letters of the alphabet.
- To use and understand simple and frequently used words
- To identify the gist of simple written texts such as "*20 Hungry piggies*" and "*Ready, set, 100th day*".
- To identify the main ideas in short and oral texts from different audiovisual aids
- To apply quantity expressions such as *many, some, little, more* in different contexts when comparing two sentences or situations.
- To show respect for their classmates
- To solve the different challenges by working collaboratively, being open-minded and showing signs of effort

CONTENTS

Conceptual	Procedural	Behavioral
<p>-<i>Vocabulario básico: numbers and the alphabet</i></p> <p>-<i>Expresión de la cantidad: singular/plural; cardinal numbers up to two digits; ordinal numbers up to one digit; quantity: many, some, (a) little, more. Degree: very.</i></p>	<p>-<i>Lectura, deletreo y comprensión de palabras de uso frecuente y oraciones y textos muy sencillos.</i></p> <p>-<i>Comprensión de textos orales breves</i></p> <p><i>procedentes de distintos</i></p>	<p>-<i>Ayuda a los compañeros en actividades grupales</i></p> <p>-<i>Resolución de problemas de manera cooperativa, mostrándose abierto a ayudar</i></p>

<p>-Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del alfabeto.</p>	<p>soportes audiovisuales e informáticos.</p>	
TARGET LEXIS		
<p>Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, letters of the alphabet.</p>		
COMPETENCES		
<p>-Competencia plurilingüe: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit. -Competencia matemática y competencias básicas en ciencia, tecnología e ingeniería: this unit seeks to work with the students on the cardinal and ordinal numbers. -Competencia digital: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks. -Competencia personal, social y de aprender a aprender: this units aims to develop the students' autonomy and critical thinking throughout the designed activities. -Competencia ciudadana: behavioral contents will be developed throughout this unit, such as cooperation and helping others. -Competencia emprendedora: the challenges' resolution will require the students' autonomy and creativity. -Competencia en conciencia y expresiones culturales: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.</p>		
EVALUATION CRITERIA		
<p>-Know and use vocabulary about letters, cardinal, and ordinal numbers in oral and written activities in order to count quantities, compare sentences that involve numbers, identify the alphabet letters and spell words. (<i>Bloque 2: Oral Expression</i>) -Apply in oral and written activities different quantity expressions (many, some, little, more, etc). (<i>Bloque 2: Oral Expression</i>) -Understand what is being said in listening and speaking activities (<i>Bloque 1. Oral Comprehension</i>) -Recognize and identify the general meaning of simple writings such as "20 Hungry piggies" and "Ready, set, 100th day". (<i>Bloque 3. Reading Comprehension</i>) -Identify the letters of the alphabet with its corresponding sounds in class dynamics (<i>Bloque 1. Oral Expression</i>) -Help their partners when needed, on its own initiative or when asked specifically for help. -Contribute to the resolution of the assigned tasks, showing helpful attitudes towards the group members.</p>		

UNIT	2- Our puppets become the protagonists
SESSIONS	9
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	01/10/21-15/10/21
RATIONALE OF THE DIDACTIC UNIT THEME	
<p>This unit will begin with a short letter written by Martin in which he presents his family and friends. That oral information will be complemented with a photograph of all the people that Martin talks about during his speech. This motivational activity will serve as an introduction of the vocabulary and the topics that will be covered throughout the unit. The different tasks and activities that will be assigned intend to instill in the students the correct use of the affirmative grammatical structure (<i>subject + verb + noun/adjective/complements</i>), as well as possession (<i>I have, I've got/I don't have</i>) and modality expressions (<i>can, have (got) to, imperatives</i>)</p> <p>The final project of this unit will consist in creating, in groups, short puppet plays in which the protagonists are all the friends, family, and neighbors that Martin presented to the students during the initial activity. To optimize the English class time, the different puppets could be made by the students during the Arts and Crafts class time, favoring that interdisciplinary approach previously mentioned in the introduction section.</p> <p>In order to facilitate the students' oral skills during the performance, it will be convenient to previously write a short script with the different dialogues and information, thus contributing to the acquisition of different written skills such as using capital letters, punctuation marks, and the consolidation of terms and expressions learnt throughout the unit.</p> <p>The initial activity and the final project of the unit will be recorded in video since they will be needed to produce the closing project of the whole academic year.</p>	
Final project: Puppet plays	
OBJECTIVES	
<ul style="list-style-type: none"> -To know basic vocabulary related to people: <i>ourselves, family, friends, and neighbors</i> in order to describe someone's situation and to apply it on the puppet play's script. -To use affirmative structures (<i>subject + verb + noun/adjective/complements</i>) in the production of written and oral texts -To describe possession using the phrase <i>I've got</i> in different contexts. -To present and practice using the possessive adjectives <i>his</i> and <i>her</i>. -To correctly use modality expressions: ability (<i>can</i>), permission (<i>can</i>), and obligation (<i>have (got) to, imperatives</i>) in different contexts, such as in the short puppet plays. -To identify the main ideas of simple oral texts such as in Martin's speech and the students' puppet plays. -To use high frequency expressions in the classroom such as <i>Can you repeat that?, How do you say this in English?, Can I go to the toilet, please?, Can I ask for a...?, I don't understand that. Can you repeat that, please?, How do you spell...?, Is this correct?</i> -To correctly apply capital letters and punctuation marks in the production of written texts, such as in the puppet plays' script. -To present self-made texts in a careful and detailed way. -To collaborate with their classmates in the realization of different group activities. 	

-To acquire, apply and correctly pronounce the sound ð (<i>this, that, those, these</i>).		
CONTENTS		
Conceptual	Procedural	Behavioral
<p>-Vocabulario básico: <i>people (ourselves, family, friends, neighbors)</i></p> <p>-Afirmación: <i>affirmative sentences; Yes (+tag).</i></p> <p>-Expresión de la posesión: <i>I have got (I've got); preposición of.</i></p> <p>-Expresión de la modalidad: <i>capacidad (can); permiso (can); obligación (have [got] to; imperative).</i></p> <p>-Determinantes posesivos <i>his and her.</i></p> <p>-Aspectos fonéticos de la lengua inglesa a través de palabras sencillas: ð</p>	<p>-Comprensión de mensajes orales sencillos.</p> <p>-Utilización de expresiones de uso habitual dentro del aula.</p> <p>-Uso de mayúsculas y otros signos de puntuación.</p> <p>-Cuidado en la presentación de los textos.</p>	<p>-Colaboración en actividades y proyectos grupales</p>
TARGET LEXIS		
His (d), her (d), dad (n), grandma (n), sister (n), brother (n), grandpa (n), uncle (n), aunt (n), mum (n), dad (n), family (n), friends (n), neighbors (n), this, that, those, these.		
COMPETENCES		
<p>-<i>Competencia plurilingüe</i>: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.</p> <p>-<i>Competencia digital</i>: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.</p> <p>-<i>Competencia personal, social y de aprender a aprender</i>: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.</p> <p>-<i>Competencia ciudadana</i>: behavioral contents will be developed throughout this unit, such as cooperation and helping others.</p> <p>-<i>Competencia emprendedora</i>: the challenges' resolution will require the students' autonomy and creativity.</p> <p>-<i>Competencia en conciencia y expresiones culturales</i>: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.</p>		
EVALUATION CRITERIA		
<p>-Know and use vocabulary about people (<i>ourselves, family, friends, neighbors</i>) in oral and written activities in order to talk about own's situations and describe Martin's family members and circle of friends.</p> <p>-Apply in written and oral activities affirmation sentences using the grammatical structure <i>subject + verb + noun/adjective/complements</i>. (<i>Bloque 2. Oral Expression</i>)</p> <p>-Use possession sentences (<i>I have/I've got</i>) when creating oral and writing texts (<i>Bloque 2. Oral Expression</i>) about someone's belongings.</p>		

- Use the possessive determiners *his* and *her* when writing and talking about someone's and Martin's belongings.
- Imitate, apply, and pronounce the sound ð (*this, that, those, these*) in words in oral exchanges (*Bloque 2. Oral Expression*).
- Utilize modal expressions (obligations (*have (got) to*), permissions (*can*), and imperatives) in different contexts derived from oral and written activities. (*Bloque 2. Oral*)
- Understand what is being said in listening and speaking activities (*Bloque 1. Oral Comprehension*)
- Apply in oral and written activities expressions and vocabulary frequently used and learnt related to people (*family, friends, and neighbors*). (*Bloque 2. Oral Expression*)
- Use and apply the spelling rules (capital letters and punctuation marks) when creating their own writings. (*Bloque 4. Written expression*)
- Present a detailed and accurate self-made task/project (*Bloque 4. Written expression*)
- Work with their partners in a proper way, respecting the different opinions and contributing to the correct resolution of the assigned task.

UNIT	3- A special guest comes to our class
SESSIONS	10
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	18/10/21-29/10/21
RATIONALE OF THE DIDACTIC UNIT THEME	
<p>For the introductory activity of this third unit, the native language assistant, dressed up as Martin, will do a short monologue that will be recorded about the way he looks and the clothes he is wearing. This motivational activity has the main purpose of introducing the students to new concepts and vocabulary (appearance, age, and clothes) that will be covered throughout the didactic unit in a very interesting and fun manner.</p> <p>Throughout the unit and its respective activities, students will mainly work on the correct use of negative structure sentences and the comprehension and wording of <i>Wh</i>-questions in order to get information about what different people look like, using therefore the specific vocabulary of this unit.</p> <p>This unit will finish with the recording of the interactions between the students and the English assistant, once again dressed up as Martin. In this activity, students will have to write and ask the protagonist different questions that they want to know about him, using the different grammatical structure sentences, expressions, and vocabulary learnt throughout the unit.</p> <p>In relation to cinema, this unit clearly presents the importance of the characters when creating a short play, scene, or any other type of audiovisual support.</p>	
Final project: interactions between Martin (the English assistant) and the students	
OBJECTIVES	
<ul style="list-style-type: none"> -To know basic vocabulary about <i>appearance, age, and clothes</i> -To use negative sentences with <i>no</i> and <i>not</i> when responding to <i>Wh</i>-questions related to someone's appearance. 	

- To identify and correctly apply the Wh- questions to get information about someone's appearance.
- To understand and recognize the key ideas in guided conversations through a guided discovery methodology where students will participate by answering the teacher's questions that lead to the conversation's appropriate development.
- To interact with each other by using simple sentences such as the *Wh-questions*, *Are you...? Yes, I am; No, I am not; Is he/she...?, Yes, he/she is; No, he/she isn't.*
- To identify the main ideas in short and oral texts from different audiovisual aids such as the video "*Describing People's Appearance and Personality Conversation*" and the short story of "*The Ugly Duckling*"
- To acquire, apply and correctly pronounce the /h/ sound (*hat, his, ...*).
- To show respect and acceptance for their classmates' different opinions and abilities
- To read and understand the meaning of written questions that follow the Wh-grammatical structure.

CONTENTS

Conceptual	Procedural	Behavioral
<p><i>-Vocabulario básico: appearance, age, and clothes</i></p> <p><i>-Interrogación: Wh- questions</i></p> <p><i>-Negación: negative sentences. with not, no (Adj.).</i></p> <p><i>-Aspectos fonéticos de la lengua inglesa a través de palabras sencillas: /h/</i></p>	<p><i>-Identificación y comprensión de palabras clave e ideas principales en conversaciones dirigidas.</i></p> <p><i>-Uso de oraciones sencillas para el intercambio de información básica</i></p> <p><i>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</i></p> <p><i>-Lectura y comprensión de preguntas escritas</i></p>	<p><i>-Respeto y aceptación de las diferencias</i></p>

TARGET LEXIS

Shiny (adj), hair (n), teeth (n), healthy skin (n), fit (adj), old (adj), young (adj), T-shirt (n), jersey (n), pants (n), shoes (n), socks (n), hat (n), jeans (n), skirt (n), cardinal numbers.

COMPETENCES

- Competencia plurilingüe*: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
- Competencia matemática y competencias básicas en ciencia, tecnología e ingeniería*: this unit seeks to work with the students on the cardinal related to age.
- Competencia digital*: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.

- Competencia personal, social y de aprender a aprender*: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.
- Competencia ciudadana*: behavioral contents will be developed throughout this unit, such as cooperation and helping others.
- Competencia emprendedora*: the challenges' resolution will require the students' autonomy and creativity.
- Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

- Know and use vocabulary about age and clothes when writing and talking about someone's appearance. (*Bloque 2. Oral Expression*)
- Apply negative expressions and sentences using *no* and *not* when answering to different Wh-questions about someone's appearance. (*Bloque 2: Oral Expression*)
- Utilize the grammatical structure of Wh- questions to ask for information through different written and oral activities about someone's clothing and physical looking. (*Bloque 2. Oral Expression*)
- Understand what is being said in listening and speaking activities (*Bloque 1. Oral Comprehension*) such as in the video "*Describing People's Appearance and Personality Conversation*" and during the story of "*The Ugly Duckling*"
- Identify the main ideas and specific vocabulary through guided speaking conversations and group dynamics in class. (*Bloque 1. Oral Comprehension*)
- Imitate, apply, and pronounce the sound h (this, that, those, these) in words in oral exchanges (*Bloque 2. Oral Expression*).
- Build simple and short conversations with each other by using simple structure sentences *Are you...? Yes, I am; No, I am not; Is she/he...? Yes, he/she is; No, he/she isn't* and specific vocabulary learnt throughout the unit. (*Bloque 2. Oral Expression*)
- Read and understand what is being asked when using the Wh-grammatical structure. (*Bloque 3: Reading Comprehension*)
- To show and demonstrate respect and acceptance behaviors towards their classmates' abilities, opinions and, overall, regarding differences.

UNIT	4- Are you ready to be a great detective?
SESSIONS	10
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	02/11/21-16/11/21

RATIONALE OF THE DIDACTIC UNIT THEME

To start off the fourth unit of the syllabus, the episode that receives the name of "*Martin leads the investigation*" (season 2 episode 1) will be seen (<https://youtu.be/PibIFE0vAc>). Throughout its viewing, the teacher will stop the video in specific scenes to show different pictures in which several objects appear. Students will have to create some riddles about the distinct objects that can be seen in the scenes

in order to be solved by their classmates. By doing this activity, students will get a detailed idea of the specific vocabulary that will be learnt throughout the unit, using some of their previous knowledge about objects, colors, and materials to elaborate the riddles.

Throughout the unit, students will acquire some basic vocabulary about materials, colors, and familiar objects that can be easily found in class and at home. In addition, those terms will be frequently used on their writings and oral activities when applying the existence grammatical structure and quality expressions.

By the end of the unit, students will create their own staging by decorating the hallway or the school's main entrance during the Arts and Craft subject, trying to create different elements related to cinema. All the elaboration process and the final product will be recorded, offering the students the opportunity to shortly talk about the objects and adornments they have created.

Final project: elaboration of a cinema scenario

OBJECTIVES

- To recognize and use basic vocabulary related to materials, colors when describing different objects and creating riddles.
- To use the existence simple grammatical structure *to be; there is/there are* when describing rooms and the objects that can be found in them.
- To apply and identify the part of speech of words (nouns and pronouns, articles, demonstratives) in different simple sentences.
- To utilize quality expressions *very + adjective* in oral and written activities when describing different objects and creating the riddles.
- To correctly apply simple sentences *There is/there are... very (adj) + object* to share and exchange information with others about the materials and appearance of familiar objects that can be found at school/home.
- To use capital letters and punctuation marks in the production of written texts
- To present and practice the pronunciation of the sound /w/.
- To present self-made texts in a careful and detailed way
- To recognize the gist in short and oral texts from different audiovisual aids such as in the "Martin leads the investigation" episode and the "Little Pigs Material Story" short story.
- To spell the name of different familiar objects
- To correctly pronounce words that imply the /w/ sound.
- To behave appropriately, thus contributing to the improvement of the working environment

CONTENTS

Conceptual	Procedural	Behavioral
- <i>Vocabulario básico: materials, colors, and objects</i> - <i>Expresión de la existencia (to be; there is/there are; are there any...?); la entidad (nouns and pronouns, articles, demonstratives); la cualidad</i>	- <i>Uso de oraciones sencillas para el intercambio de información básica.</i> - <i>Uso de mayúsculas y otros signos de puntuación.</i>	- <i>Contribución a la mejora del clima de trabajo</i>

<p>((very+)Adj.; Is it...?; Are they...?)</p>	<p>-Cuidado en la presentación de los textos. -Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. -Lectura y deletreo del nombre de diferentes objetos -Sonido de letra consonante: /w/</p>	
TARGET LEXIS		
<p>Balloon (n), dinosaur (n), camera (n), dress (n), coat (n), phone (n) umbrella (n), board (n), game (n), watch (n), necklace (n), window (n), wardrobe (n), cap (n), coat (n), book (n), water (n) bottle (n), map (n), sun cream (n), mobile phone (n), backpack (n), notebook (n), scissors (n), glue (n), paints (n), earth (n), clay (n), wool (n), paper (n), wood (n).</p>		
COMPETENCES		
<p>-<i>Competencia plurilingüe</i>: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit. -<i>Competencia digital</i>: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks. -<i>Competencia personal, social y de aprender a aprender</i>: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities. -<i>Competencia ciudadana</i>: behavioral contents will be developed throughout this unit, such as cooperation and helping others. -<i>Competencia emprendedora</i>: the challenges' resolution will require the students' autonomy and creativity. -<i>Competencia en conciencia y expresiones culturales</i>: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.</p>		
EVALUATION CRITERIA		
<p>-Know and use the vocabulary about materials and colors when describing different objects and creating riddles. (<i>Bloque 2: Oral Expression</i>) -Identify the entity of simple words related to objects that can be found at school/home. (<i>Bloque 1: Oral Comprehension</i>) -Apply existence expressions when writing and talking about rooms and the objects that can be found in them (<i>Bloque 2. Oral expression and Bloque 4: Written Expression</i>) -Understand what is being said in listening and speaking activities such as in the "<i>Martin leads the investigation</i>" episode and the "<i>Little Pigs Material Story</i>" short story. (<i>Bloque 1. Oral Comprehension</i>) -Use and apply the spelling rules (capital letters and punctuation marks) when creating their own riddles and simple writings. (<i>Bloque 4. Written expression</i>)</p>		

- Present detailed and accurate self-made riddles (*Bloque 4. Written expression*)
- Use simple sentences *Are there any (object)...?, Is it (adj)...?; Are they... (adj)* and specific vocabulary to share information in speaking activities and group dynamics related to someone's belongings and room (*Bloque 2. Oral Expression*)
- Correctly spell the name of different familiar objects learnt throughout the unit (*Bloque 3: Reading Comprehension*)
- Correctly pronounce words that imply the /w/ consonant sound.
- Behave correctly, obeying the teacher's instructions and thus contributing to the improvement of the working environment

UNIT	5- Let's talk about our emotions!
SESSIONS	10
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	17/11/21-30/11/21

RATIONALE OF THE DIDACTIC UNIT THEME

The unit will begin with a short brainstorming activity guided by the teacher in which students are asked about the different types of movies and series that they know, trying to associate them with the emotions and feelings that might arise from their viewing. It is important for the teacher to make sure that the genres of drama, comedy, and action are mentioned during the conversation. After that interaction, the teacher will present in the digital board and read out loud three short texts that clearly present the main characteristics of the three main film genres previously mentioned. With that information, students will have to identify the genre of each of the scripts. By doing this activity, students will be introduced to the main vocabulary of the unit (emotions, senses, and feelings) in a very interesting manner, associating it with cinema since it is the main thread of the syllabus.

This unit seeks to instill in the students the use of senses and emotions vocabulary in their writings and oral speeches. Since many of the activities that will be designed and implemented in class let the students develop their oral skills, the English contents related to intonation, pronunciation, rhythm, and accent will be worked with the students throughout the unit.

The final project of this unit will consist in the group representation of the three introductory scripts by using the modality of shadow theatre. Some of the advantages of applying in class this type of theatre is that students are less afraid to express themselves in English and it is easier for them to communicate in this language if they have the chance to read the different dialogues of the play instead of improvising. Following the same dynamic of the previous units, the introductory and the final activities will be recorded.

Final project: Shadow theatre

OBJECTIVES

- To acquire some basic vocabulary related to emotions, senses, and feelings when talking about how they feel or how might other people feel in different situations.

- To apply likes, dislikes, and preference expressions: *I like/I don't like; I like verb-(ing)* when sharing information with others in oral and written activities.
- To pronounce the specific vocabulary of the unit with an accurate intonation, pronunciation, rhythm, and accent.
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in "*The Present*" video.
- To show respect for their partner's feeling and emotions
- To develop the sense of empathy for their classmates' feelings and emotions
- To identify the gist and the main ideas of different written texts such as in "*Today I feel silly: And other moods that make my day*".

CONTENTS

Conceptual	Procedural	Behavioral
<p>-<i>Vocabulario básico</i>: emotions, senses, and feelings</p> <p>-<i>Expresión de gustos y preferencias</i>: <i>I like/I don't like; I like verb (ing)</i></p>	<p>-<i>Emisión de palabras y mensajes breves con pronunciación, entonación, acentuación y ritmo correctos. Uso de rutinas, canciones, rimas y retahílas.</i></p> <p>-<i>Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</i></p> <p>-<i>Identificación de las ideas principales de historias escritas simples.</i></p> <p>-<i>Comprensión de textos escritos breves y simples acompañados de imágenes</i></p>	<p>-<i>Respeto a los demás y a sus emociones</i></p> <p>-<i>Desarrollo de la empatía en relaciones interpersonales</i></p>

TARGET LEXIS

Happy (adj), sad (adj), hungry (adj), thirsty (adj), angry (adj), tired (adj), see (v), hear (v), touch (v), smell (v), taste (v), sight (v).

COMPETENCES

- Competencia plurilingüe*: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
- Competencia digital*: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.
- Competencia personal, social y de aprender a aprender*: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.
- Competencia ciudadana*: behavioral contents will be developed throughout this unit, such as cooperation and helping others.
- Competencia emprendedora*: the challenges' resolution will require the students' autonomy and creativity.

-*Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

- Know and use vocabulary about emotions and senses when talking and writing about how they feel or how other people might feel in different situations (*Bloque 2. Oral Expression*).
- Apply the grammatical structure of *I like/I don't like/ I like V -ing* in oral and written activities when sharing their preferences with others. (*Bloque 2. Oral Expression*)
- Understand what is being said in listening and speaking activities (*Bloque 1. Oral Comprehension*) such as in "*The Present*" video.
- Imitate and generate words related to the unit by using and applying the right intonation, pronunciation, rhythm, and accent when presenting their work and in class dynamics. (*Bloque 2. Oral Expression*)
- Comprehend what is being communicated in simple and written stories (*Bloque 3: Reading Comprehension*)
- Identify the key ideas of simple written texts such as in "*Today I feel silly: And other moods that make my day*" (*Bloque 3: Reading Comprehension*)
- Respect their classmates' opinions, likes/dislikes, capacities, and emotions
- Identify the other person's emotions and behave appropriately according to those feelings

UNIT	6- Martin wants to know about your habits
SESSIONS	10
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	01/12/21-17/12/21

RATIONALE OF THE DIDACTIC UNIT THEME

This unit will begin with Martin's delivery of a double-entry table to each of the students in which they have to register for one week the different meals that they have and the activities that they do in the morning, evening, and night. To do so, pupils will have to write the corresponding words in the table that they are provided. This activity has the main purpose of engaging the students in their own learning process by applying the knowledge that they acquire during the unit in a fun and interesting way. In addition, the product of this activity will be needed for the final activity of the unit, being this another fact that will contribute to the students' motivation throughout their learning process.

During these two weeks, students will frequently apply in their writings and speeches different time expressions to indicate their habits and actions, thus contributing to the acquisition of the specific vocabulary of the unit. In addition, since the final activity requires the analysis and correction of their classmates' work by the own students, contents related to the writing expression and reading comprehension will be developed.

At the end of the unit, students will exchange their doubly-entry tables with a partner, verbally sharing the written information presented in the table and checking their

partner's work. This activity will lead to different discussions and interactions between the students that will be recorded to be used for the elaboration of the final course project.

Final project: interactions when sharing their double-entry tables

OBJECTIVES

- To identify and apply some basic vocabulary about healthy habits, food, drink, and actions when sharing their habits and daily routines.
- To correctly apply logical relation expressions by using the *and* conjunction (and) and the *or* disjunctions.
- To use time expressions in the simple present tense applying the words/expressions of *always, never, sometimes, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, in the morning, in the evening, and at night.*
- To use in the classroom highly mentioned expressions such as *can you repeat that, please, can I go to the toilet?, can you close the door?, how do you spell that?, I don't understand this, I have done this.*
- To apply simple vocabulary and expressions in the production of guided writings
- To present self-made texts in a careful and detailed way
- To recognize the basic orthographical marks such as periods, commas, colon, closing exclamation mark and closing question mark in simple writings such as in "*The Adventures of Jenny and Cassie Kitten*".
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in the "*Stay healthy, stay fit*" video.
- To read and understand simple instructions such as *raise your hand, do not speak now, be quiet, go to the front, pick (object) up, eat the...*
- To show and justify their own opinions in a reasonable and proper manner
- To establish a peaceful conversation to understand other's opinions and points of view

CONTENTS

Conceptual	Procedural	Behavioral
<p>-Vocabulario básico: <i>healthy habits (food, drink) and actions</i></p> <p>-Expresión de relaciones lógicas: <i>Conjunción (and); disyunción (or).</i></p> <p>-Expresión del tiempo: <i>presente (simple present).</i></p>	<p>-Utilización de expresiones de uso habitual dentro del aula.</p> <p>-Escritura dirigida de vocabulario básico y oraciones sencillas.</p> <p>-Cuidado en la presentación de los textos.</p> <p>-Reconocimiento de los signos ortográficos básicos.</p> <p>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</p>	<p>-Desarrollo de la capacidad de justificación de las opiniones propias</p> <p>-Desarrollo de la capacidad de dialogar de manera pacífica y de entendimiento de otros puntos de vista</p>

	-Lectura y comprensión de instrucciones simples escritas.	
TARGET LEXIS		
Biscuit (n), Orange (n), drink (v), cherries (n), crisps (n), grapes (n), eat (v), fruit (n), sweets (n), milk (n), lemonade (n), do exercise (v), go outdoors (v), apple (n), eggs (n), always (adv), never (adv), sometimes (adv), Monday (n), Tuesday (n), Wednesday (n), Thursday (n), Friday (n), Saturday (n), Sunday (n), in the morning, in the evening, and at night.		
COMPETENCES		
<p>-<i>Competencia plurilingüe</i>: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.</p> <p>-<i>Competencia digital</i>: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.</p> <p>-<i>Competencia personal, social y de aprender a aprender</i>: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.</p> <p>-<i>Competencia ciudadana</i>: behavioral contents will be developed throughout this unit, such as cooperation and helping others.</p> <p>-<i>Competencia emprendedora</i>: the challenges' resolution will require the students' autonomy and creativity.</p> <p>-<i>Competencia en conciencia y expresiones culturales</i>: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.</p>		
EVALUATION CRITERIA		
<p>-Identify and use vocabulary about actions, food and healthy habits when talking and writing about their daily routine and habits. (<i>Bloque 2. Oral Expression</i>)</p> <p>-Apply logical relation <i>and/or</i> in oral and written activities. (<i>Bloque 2. Oral Expression</i>)</p> <p>-Utilize time expressions such as <i>always, never, sometimes, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, in the morning, in the evening, and at night</i> to share information in oral and written activities about their routines. (<i>Bloque 2. Oral Expression</i>)</p> <p>-Use high frequency sentences such as <i>can you repeat that, please, can I go to the toilet?, can you close the door?, how do you spell that?, I don't understand this, I have done this</i> when talking to the teacher during class and the different situations that can occur during that time. (<i>Bloque 2. Oral Expression</i>)</p> <p>-Understand what is being said in listening and speaking activities such as in the video "Stay healthy, stay fit". (<i>Bloque 1. Oral Comprehension</i>)</p> <p>-Read and comprehend simple instructions such as <i>raise your hand, do not speak now, be quiet, go to the front, pick (object) up, eat the...</i> to know what they are being asked to do (<i>Bloque 3. Reading Comprehension</i>)</p> <p>-Follow a guided writing to produce written texts which includes the vocabulary and expressions learnt throughout the unit. (<i>Bloque 4. Written Expression</i>)</p> <p>-To identify in written texts such as in "<i>The adventures of Jenny and Cassie Kitten</i>" the basic spelling rules and orthographical marks (period, comma, colon, question, and</p>		

exclamatory marks) and correctly apply them in the production of self-made texts (*Bloque 4. Written expression*)

- Present a detailed and accurate self-made task/project such as the double-entry table (*Bloque 4. Written expression*)
- Justify their own opinions using an appropriate language, following the teacher's instructions and applying the high frequency sentences learnt in the unit.
- To peacefully negotiate about different points of view to understand the other's opinions

UNIT	7- Mimic and guess the action
SESSIONS	8
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	10/01/22-19/01/22

RATIONALE OF THE DIDACTIC UNIT THEME

The viewing of the *Martin Morning's* episode called "A sucker for soccer" (Season 1 episode 47) (<https://thetvdb.com/series/martin-morning/allseasons/official>) will serve as the initial and motivational activity for the unit. This short episode provides the students with many different hints to figure out the main topics and vocabulary of this unit.

During the activities that will be designed throughout the unit, students will learn many aspects related to pronunciation, as well as use in their writings and speech different exclamatory sentences. This unit also favors the students' development of the digital competence by being critical with the information that they find in the Internet or other types of digital supports.

The final product of the unit which will be recorded follows some of the main rules of the popular game that receives the name of "Time's up". Students will write in small paper pieces some words related to the activities and sports that were learnt throughout the unit, folding them, and leaving them on a table. In the first round, students will have to mimic the different activities, trying to be identified by their classmates. In the second and last round, pupils will have to ask questions to the student who knows the word to get enough information to figure out the sport or activity. This final activity is meant to serve as a review activity of the acquired vocabulary of the unit, as well as the Wh- question structure learnt in previous units. Both the initial and activity will be recorded to use some fragment in the elaboration of the final course project.

Final project: Time's up game

OBJECTIVES

- To acquire basic vocabulary related to activities, sport, and leisure and identify them when being provided with information related to the main characteristics.
- To apply exclamatory structures in the production of emotions, opinions and thoughts about different activities and sports.
- To use picture dictionaries and the information and communication technology to search for information about activities and sports in order to create a simple brochure.

- To present self-made texts such as a simple brochures in a careful and detailed way
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in the episode “A sucker for soccer”.
- To work on the Phonology area of translation between languages by analyzing simple words and sentences.
- To recognize words by common phonological patterns when applying onsets and rymes in simple words.
- To show respect for their partners’ opinions, and abilities
- To cooperate with the classmates to develop the sense of positive interdependence

CONTENTS

Conceptual	Procedural	Behavioral
<p>-<i>Vocabulario básico: activities, sport, and leisure.</i></p> <p>-<i>Exclamación: exclamatory sentences (e.g. I love salad!); How + Adj. (e.g. How nice!).</i></p> <p>-<i>Conocimiento de aspectos fonéticos diferentes de la lengua inglesa como “onsets and rimes” a través de palabras y oraciones sencillas.</i></p>	<p>-<i>Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.</i></p> <p>-<i>Cuidado en la presentación de los textos.</i></p> <p>-<i>Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</i></p> <p>-<i>Reconocimiento de palabras por patrones similares en función de sus fonemas finales.</i></p>	<p>-<i>Cooperación y trabajo en equipo para el desarrollo de la interdependencia positiva</i></p> <p>-<i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i></p>

TARGET LEXIS

Play handball (v), do trampolining (v), play rugby (v), do gymnastic (v), play badminton (v), play baseball (v), go swimming (v), do athletics (v), go mountain biking (v), go rowing (v), listen to music (v), write (v), sing (v), draw (v), do sport (v).

COMPETENCES

- Competencia plurilingüe:* different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
- Competencia digital:* audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.
- Competencia personal, social y de aprender a aprender:* this unit aims to develop the students’ autonomy and critical thinking throughout the designed activities.
- Competencia ciudadana:* behavioral contents will be developed throughout this unit, such as cooperation and helping others.
- Competencia emprendedora:* the challenges’ resolution will require the students’ autonomy and creativity.

-*Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

- Identify and use vocabulary about sports, leisure, and activities in order to write a simple brochure and identify what activity/sport other people are talking about. (*Bloque 2. Oral Expression*)
- Apply exclamatory sentences in oral and written activities when sharing with others their opinions, thoughts and emotions about different sports and activities. (*Bloque 2. Oral Expression*)
- Understand what is being said in listening and speaking activities through audiovisual aids such as in “*A sucker for soccer*”. (*Bloque 1. Oral Comprehension*)
- Present a detailed and accurate self-made task/project related to the elaboration of a simple brochure. (*Bloque 4. Written Expression*)
- Use and manipulate different resources, such as dictionaries or technology devices, to search for information needed for the elaboration of the brochure. (*Bloque 4. Written Expression*)
- Identify the meaning of words by analyzing them and working on the phonology area of translation between languages (*Bloque 2. Oral Expression*).
- Recognize words by looking for common phonological patterns (*Bloque 3. Reading Comprehension*)
- Contribute to the resolution of the assigned tasks by working with the teammates
- Show respect for different opinions, abilities, and capacities.

UNIT	8- How would be your dream house?
SESSIONS	9
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	20/01/22-31/01/22

RATIONALE OF THE DIDACTIC UNIT THEME

The viewing of the episode that receives the name of “*Martin Mighty Dragon*” (Season 1 episode 1) (<https://youtu.be/1DGwOLtBbws>) will be used as the introductory activity for the unit. This episode was chosen because there are several scenes where the different rooms of a typical house can be seen, being this the specific vocabulary that will be acquired by the end of the unit.

To conclude this unit, students will create an interior set by following the teacher and classmates’ instructions. Each pupil will be provided with a sheet of paper to draw on it. The teacher will mention a command related to the external appearance of the imaginary rooms and/or house that he wants to create, having the students to represent the provided information by drawing on the paper. After that, students will be taking turns to communicate their suggestions. By the end of this process, the students will have created their own house with the suggestions, likes and recommendations of each of the classmates.

This activity seems a good final review exercise since it allows the students to take another look at the different terms and location prepositions learnt throughout the unit

by participating in a very dynamic and interesting activity, as well as to develop and improve their oral comprehension and oral expression skills, among others. Once the activity has finished, the teacher will take pictures of the students with their respective final drawings since they will be needed for the elaboration of the final course project.

Final project: drawing of an interior set by following instructions

OBJECTIVES

- To identify and apply basic vocabulary related to homes, houses, and location in order to describe houses, rooms and the location of different familiar objects.
- To use space expressions: position, prepositions, and location adverbs to describe where the different rooms of a house are in relation to each other.
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in the episode “*Martin Mighty Dragon*” and in the video “*Welcome to my house*”.
- To describe places using basic vocabulary about houses and homes.
- To indicate the position of objects in a room by applying simple sentence and space expressions.
- To listen and comprehend indications about position and places in order to create a simple drawing according to the provided information.
- To show respect for their classmates
- To solve the different challenges by working collaboratively, being open-minded and showing signs of effort.
- To acquire, apply and correctly pronounce the sound /ai/ in *behind*, and the /i:/ sound in *between*.

CONTENTS

Conceptual	Procedural	Behavioral
<p>-<i>Vocabulario básico: homes and houses, location</i></p> <p>-<i>Expresión del espacio: prepositions and adverbs of location, position.</i></p> <p>-<i>Aspectos fonéticos de la lengua inglesa a través de palabras sencillas: /i/</i></p>	<p>-<i>Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</i></p> <p>-<i>Descripción de lugares</i></p> <p>-<i>Uso de estructuras gramaticales, expresiones y preposiciones para indicar posición.</i></p> <p>-<i>Lectura y comprensión de simples indicaciones escritas.</i></p>	<p>-<i>Ayuda a los compañeros en actividades grupales.</i></p> <p>-<i>Resolución de problemas de manera cooperativa, mostrándose abierto a ayudar.</i></p>

TARGET LEXIS

Next to (p), between (p), in front of (p), behind (p), opposite (p), above (p), living room (n), kitchen (n), bedroom (n), bathroom (n), garage (n), garden (n).

COMPETENCES

- Competencia plurilingüe*: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
- Competencia digital*: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.
- Competencia personal, social y de aprender a aprender*: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.
- Competencia ciudadana*: behavioral contents will be developed throughout this unit, such as cooperation and helping others.
- Competencia emprendedora*: the challenges' resolution will require the students' autonomy and creativity.
- Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

- Identify and use vocabulary about houses, homes, and location when describing their house and creating simple drawing based on the provided information. (*Bloque 2. Oral Expression*)
- Apply space expressions in oral and written activities in order to describe where the different rooms of a house are in relation to each other. (*Bloque 2. Oral Expression*)
- Understand what is being said in listening and speaking activities based on the episode of "*Martin Mighty Dragon*" and the video "*Welcome to my house*". (*Bloque 1. Oral Comprehension*)
- Describe places in homes and houses by using specific vocabulary in speaking activities and group dynamics (*Bloque 2. Oral Expression*).
- Imitate, apply, and pronounce the /i/ sound in *between, in front, behind* in words in oral exchanges (*Bloque 2. Oral Expression*).
- Give detailed information about the position of objects and rooms in a house by using the prepositions *next to, between, in front of, behind, opposite, above* in oral and written activities (*Bloque 4. Written Expression*).
- Understand simple written indications about places and location in order to create a simple drawing based on that information. (*Bloque 3. Reading Comprehension*)
- Help their partners when needed, on its own initiative or when asked specifically for help.
- Contribute to the resolution of the assigned tasks, showing helpful attitudes towards the group members.

UNIT	9- What do you want to be when you grow up?
SESSIONS	9
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	01/02/22-11/02/22
RATIONALE OF THE DIDACTIC UNIT THEME	

The teacher will show some flashcards related to different occupations, including the most important cinema professions. This activity will introduce the students to the vocabulary that will be developed throughout the unit, making sure that the students know how to correctly pronounce those terms. After that, students will get some time to research in groups the names of the people who carry out the different cinema jobs presented in the flashcards.

Besides the vocabulary and the three aspect expressions such as punctual (*present simple*), durative (*present continuous, verb + -ing*) and habitual (*subject + verb + complement + adverb: e.g. I eat two apples every day*) will be learnt throughout the unit, students will also focus on their speaking skills and the phonology aspects related to them. In addition, many of the activities that will be implemented seek to develop and favor the pupils' digital competence by manipulating different resources to search for information and selecting the data they need.

For the final project of the unit, which will be also recorded, each student will have to mimic one the jobs presented throughout the unit, having to be identified by the rest of the classmates. Once the job has been figured out, the student who represented it will shortly talk about that occupation, providing some information about what they do and their usual clothing by using a writing frame. The rest of the classmates will have the opportunity to ask questions if they desire to know more information about that occupation, thus contributing to the review of the Wh-questions grammatical structure. This final project aims to offer the students an opportunity to not only review some of the specific contents of this unit, but also to take another look at other vocabulary previously learnt in other units such as the different types of clothes and the Wh-questions grammatical structure.

Final project: Mimic of an occupation and posterior explanation

OBJECTIVES

- To acquire basic vocabulary related to jobs and work to identify the occupation that is being represented by others, as well as to provide information about it to the classmates.
- To use aspect expressions: punctual, durative, and habitual in different contexts to talk and write about the daily routines of different workers when doing their respective occupations.
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in "*The story to learn professions*".
- To use picture dictionaries and the information and communication technology to search for information about occupations that will be presented afterwards and to search for the names of the people who carry out the different cinema jobs in the *Martin Morning* series.
- To spell common irregular verbs such as *build, come, drink, eat, get, say*, and write through different drills and repetition.
- To spell vocabulary related to jobs by using digraphs and through different drills and repetition.
- To use simple structures such as *I prefer, I want to be a...* to indicate preferences about jobs.
- To copy and write simple words and sentences about occupations and irregular verbs in order to consolidate its learnings.

-To behave appropriately, thus contributing to the improvement of the working environment.
 -To acquire, apply and correctly pronounce the /u/ sound (*football, zoo, cook*).

CONTENTS

Conceptual	Procedural	Behavioral
<p>-Vocabulario básico: <i>jobs and working</i>. -Expresión del aspecto: <i>puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday])</i>. -Aspectos fonéticos de la lengua inglesa a través de palabras sencillas: /u/</p>	<p>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. -Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación. -Lectura y deletreo de verbos irregulares -Lectura y deletreo de vocabulario usando dígrafos. -Utilización de estructuras gramaticales para mostrar preferencias sobre trabajos. -Copiar y escribir frases sencillas con la ayuda del docente.</p>	<p>-Contribución a la mejora del clima de trabajo.</p>

TARGET LEXIS

Police officer (n) cook (n,v), football player (n), scientist (n), zoo keeper (n), doctor (n), builder (n), waiter (n), farmer (n), teacher (n), build (n), come (n), drink (v), eat (v), get (v), say (v).

COMPETENCES

-*Competencia plurilingüe*: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
 -*Competencia digital*: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.
 -*Competencia personal, social y de aprender a aprender*: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.
 -*Competencia ciudadana*: behavioral contents will be developed throughout this unit, such as cooperation and helping others.
 -*Competencia emprendedora*: the challenges' resolution will require the students' autonomy and creativity.
 -*Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

- Identify and use vocabulary related to jobs and working in order to identify the job that is being represented, as well as to create a simple writing about occupations. (*Bloque 2. Oral Expression*)
- Use and manipulate different resources, such as dictionaries or technology devices, to search for information about different occupations in order to write a simple text and present it to the classmates. (*Bloque 4. Written Expression*)
- Understand what is being said in listening and speaking activities based on the video “*Story to learn professions*”. (*Bloque 1. Oral Comprehension*)
- To use different simple, grammatical expressions to indicate preferences for different jobs (*Bloque 2. Oral Expression*).
- Imitate, apply, and pronounce the /u/ sound in *football, cook, zoo* in words in oral exchanges (*Bloque 2. Oral Expression*).
- To spell common irregular verbs by doing drills and repetition. (*Bloque 3. Reading Comprehension*)
- To spell high frequency words related to jobs by using different digraphs and drills. (*Bloque 3. Reading Comprehension*)
- To copy and write simple sentences using the different grammatical structures and irregular verbs with the teacher’s help in order to consolidate its learning. (*Bloque 4. Written Expression*)
- Appropriately behave, obeying the teacher’s instructions and thus contributing to the improvement of the working environment

UNIT	10- Get the suitcase and let’s go!
SESSIONS	8
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	14/02/22-24/02/22

RATIONALE OF THE DIDACTIC UNIT THEME

On the first day of the unit class, students will find a suitcase in the classroom. A curiosity atmosphere has been created, the suitcase will be opened, and the students will observe that it contains many meaningful symbols and objects from different countries. This will serve as an initial and motivational activity due to the intriguing and fascinating aspect of that unexpected arrival, as well as to the conversations and interactions that will derive from that initial moment. During this activity, some of the vocabulary and ideas that pupils will specifically work on during the unit will be mentioned.

This didactic unit has specifically been designed to be implemented during the last two weeks of February because the final project of this unit will take place on the same day as the Carnival fest’s celebration at the school. Each grade will wear a costume related to a specific culture, capturing in video or photos some of the most memorable moments of this experience.

During this unit, students will acquire some basic vocabulary related to weather, holidays, and countries. In addition, students will work on their writing skills by

creating simple postcards and on their reading comprehension skills in the activities where they have to identify the main ideas of different texts.
 In addition to this, the presented unit seems very convenient to work on the different accents and phonology of other countries where English is spoken, as well as to develop in the students the curricular competence related to cultural expressions.

Final project: Carnival day video

OBJECTIVES

- To acquire some basic vocabulary related to weather, holidays, and countries
- To use time expressions: divisions such as in *summer, winter, spring and autumn, time indications, now, tomorrow, later, yesterday*, and frequency in *sometimes, on Sundays, usually, twice a week,...* in order to write and talk about their perfect vacation or the activities that they usually do during their holiday.
- To understand the main ideas of oral texts produced by different English accents speakers
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in the video "*My favorite vacation*".
- To develop literacy skills and familiarize students with brochure texts about different countries and cities.
- To read and understand a simple postcard.
- To write a simple postcard applying the right punctuation marks and spelling rules.
- To respect other countries' traditions and cultures.

CONTENTS

Conceptual	Procedural	Behavioral
<p>-<i>Vocabulario básico: weather, holidays, and countries.</i></p> <p>-<i>Expresiones temporales: divisions (e.g. summer); indications of time (e.g. now, tomorrow); frequency (e.g. sometimes).</i></p>	<p>-<i>Comprensión de mensajes producidos en lengua inglesa con distintos acentos.</i></p> <p>-<i>Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</i></p> <p>-<i>Lectura y comprensión de la información escrita en una postal</i></p> <p>-<i>Redacción de postales usando los signos correctos de puntuación y normas ortográficas.</i></p>	<p>-<i>Respeto y tolerancia hacia otras culturas y tradiciones.</i></p>

TARGET LEXIS

Snowing (v), cloudy (adj), windy (adj), sunny (adj), raining (v), summer (n), winter (n), spring (n), autumn (n), hot (adj), cold (adj), now (adv), tomorrow (adv), later (adv), yesterday (adv).

COMPETENCES

- Competencia plurilingüe*: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
- Competencia digital*: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.
- Competencia personal, social y de aprender a aprender*: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.
- Competencia ciudadana*: behavioral contents will be developed throughout this unit, such as cooperation and helping others.
- Competencia emprendedora*: the challenges' resolution will require the students' autonomy and creativity.
- Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

- Identify and use the vocabulary established for the unit (weather, holidays, and countries) in order to write a simple postcard and talk about their perfect holiday or the typical vacation that students usually have.
- Apply time expressions such as divisions in *summer, winter, spring and autumn*, time indications such as *now, tomorrow, later, yesterday* and frequency *sometimes, on Sundays, usually, twice a week...* when creating a postcard or brochure and talking about their typical or perfect holiday. (*Bloque 2. Oral Expression*)
- Understand what is being said in listening and speaking activities such as in the video "*My summer vacation*" (*Bloque 1. Oral Comprehension*)
- Comprehend the main ideas and identify the unit's vocabulary by English speakers with different accents (*Bloque 1. Oral Comprehension*)
- Comprehend the information written in simple postcards and brochures about different countries. (*Bloque 3. Reading Comprehension*)
- Write a simple postcard by following the spelling rules learnt throughout the units and the right punctuation marks (*Bloque 4. Written Expression*)
- Demonstrate tolerance to other traditions and cultures.

UNIT	11- Let's find the hidden object!
SESSIONS	10
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	01/03/22-14/03/22

RATIONALE OF THE DIDACTIC UNIT THEME

This unit will start with Martin's delivery of a simple map and a short letter in which our protagonist shares with the students that he has hidden an important object somewhere near their class. Students will have to correctly solve the different challenges presented by Martin; in which case they will receive some hints that will lead them to the desired object.

During this unit, students will acquire some basic vocabulary related to places and means of transport and apply it in their writings and speeches, thus developing their

oral expression and writing comprehension. In addition to this, the designed activities will strongly try to enhance the students' reading comprehension skills by presenting short and simple texts that need to be understood in order to correctly complete the different tasks associated to them.

Once all the clues have been obtained, students will have to put all the information together to find the hidden item, which will be a small Oscar statuette. The process of discovering the place and the obtaining of the object will be recorded. This object will be the perfect incentive to start another research by the students to discover what it is, who can earn it, and how can it be achieved. The unit will conclude with different group presentations about the information that they have found about the Oscar statuette, having the chance to read the discovered facts and data previously written.

Final project: Oscar's statuette presentation

OBJECTIVES

- To acquire and utilize basic vocabulary related to places in the local area and means of transport when asking and answering questions about where places are and how to get to them.
- To use modal expressions in oral and written activities by applying adverbs of manner such as slowly, well, easily, quietly, quickly, perfectly.
- To use picture dictionaries and the communication and information technology to search for information that will be acquired by the hint's correct resolution and to discover what the hidden object is.
- To present and practice asking and answering questions about places and how to get to them by using different means of transport.
- To present the writing about the Oscar's statuette and the oral presentation in a careful and detailed way.
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in the video "*Places in a city*".
- To understand the general ideal of simple written texts about places in the local area such as in the book "*Peter Pepper and the Moon's means of transport.*"
- To interact with each other to share information about how to get to different places and the means of transport that could be used.
- To respect the classmates' opinions, abilities, and performance level

CONTENTS

Conceptual	Procedural	Behavioral
<p>-Vocabulario básico: <i>places in the local area and means of transport</i></p> <p>-Expresión del modo: Adv. of manner (e.g. slowly, well).</p>	<p>-Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación.</p> <p>-Cuidado en la presentación de los textos.</p> <p>-Comprensión de textos orales breves procedentes de distintos</p>	<p>-Respeto hacia las opiniones, habilidades y capacidades de los compañeros.</p>

	<p><i>soportes audiovisuales e informáticos.</i></p> <p><i>-Desarrollo de habilidades orales a través de interacciones entre iguales.</i></p> <p><i>-Lectura y comprensión de simples textos escritos.</i></p>	
TARGET LEXIS		
<p>Bus (n), car (n), motorbike (n), lorry (n), plane (n), train (n), castle (n), cinema (n), museum (n), station (n), hospital (n), park (n), library (n), shop (n), restaurant (n), swimming pool (n).</p>		
COMPETENCES		
<p><i>-Competencia plurilingüe:</i> different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.</p> <p><i>-Competencia digital:</i> audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.</p> <p><i>-Competencia personal, social y de aprender a aprender:</i> this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.</p> <p><i>-Competencia ciudadana:</i> behavioral contents will be developed throughout this unit, such as cooperation and helping others.</p> <p><i>-Competencia emprendedora:</i> the challenges' resolution will require the students' autonomy and creativity.</p> <p><i>-Competencia en conciencia y expresiones culturales:</i> the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.</p>		
EVALUATION CRITERIA		
<p>-Identify and use vocabulary about places in the local area and means of transport in order to ask and get information about different places and how to get to them. (<i>Bloque 2. Oral Expression</i>)</p> <p>-Apply modal expressions in oral and written activities when sharing information about places and means of transport. (<i>Bloque 2. Oral Expression</i>)</p> <p>-Understand what is being said in listening and speaking activities by using different audiovisual aids such as the video "<i>Places in a city</i>". (<i>Bloque 1. Oral Comprehension</i>)</p> <p>-Interact with each other to share information about how to get to different places (<i>Bloque 2. Oral Expression</i>)</p> <p>-Look for the gist and understand the key ideas of short and simple written texts such as in the book "<i>Peter Pepper and the Moon's means of transport.</i>" (<i>Bloque 3. Reading Comprehension</i>)</p> <p>-Use and manipulate different resources, such as dictionaries or technology devices, to search for information provided in the hints and needed to find the location of the hidden object, as well as to discover what it is once founded. (<i>Bloque 4. Written Expression</i>)</p>		

-Present a detailed and accurate writing about the Oscar's statuette and present the information in a clear and accurate manner. (*Bloque 4. Written expression*)
 -Respect the classmates' opinions and tolerate the different abilities and capacities of the group members and partners.

UNIT	12- Learning about our bodies
SESSIONS	9
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	16/03/22-29/03/22

RATIONALE OF THE DIDACTIC UNIT THEME

This unit will begin with the elaboration of a big *Martin Morning's* figure during some Arts and Crafts sessions. Once it is finished, students will be adding to it the names of the muscles, bones, organs, and joints that they learn throughout the unit. The final *Martin Morning's* figure will be this unit project, taking a picture of it to use it for the elaboration of the final course's project.

One of the main focusses of this unit will relate to the reading comprehension skills and the different strategies to enhance it, such as referring to the visual context or using some of their previous knowledge to solve different activities.

In addition to this, since the content of the human body is also learnt by the students in the Natural Science subject, it is a great opportunity to join both subjects to have enough time to create projects or activities that usually take longer than a single period class. By doing this initiative, students will have the chance to appreciate that knowledge is something global instead of something divided into lots, thus contributing to the implementation of that interdisciplinary approach previously mentioned.

Final project: *Martin Morning's* figure with the bones and muscles labeled

OBJECTIVES

- To identify and use basic vocabulary related to the human body when creating the Martin's figure.
- To apply different reading strategies such as referring to the visual context or using the possessed previous knowledge about the bones and muscles in the human body in order to understand meaning of texts such as in the short story "*The bone puzzle*".
- To identify words related to the human body by applying main phonological aspects such as the area of translating words.
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in the video "*Major organs of the human body*" and "*The human body song/anatomy for kids*".
- To show respect for their partners' opinions, and abilities
- To write and label the different bones and muscles of the human body in Martin's figure.
- To recognize regular correspondences between graphemes and phonemes such as in ee in *knee* for the /i/, ea for the /e/ sound in *heart, ear*.

CONTENTS

Conceptual	Procedural	Behavioral
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<p>Vocabulario básico: <i>the human body</i>.</p> <p>-Los músculos del cuerpo humano.</p> <p>-Los huesos del cuerpo humano.</p> <p>-Las articulaciones del cuerpo humano.</p> <p>-Los órganos del cuerpo humano</p>	<p>-Estrategias de apoyo a la lectura: el contexto visual, conocimiento previo del tema.</p> <p>-Reconocimiento y lectura de palabras que comparten un patrón común, palabras que rimen y fonemas finales.</p> <p>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</p> <p>-Reconocimiento y etiquetación de los diferentes huesos y músculos del cuerpo humano</p> <p>-Reconocimiento de palabras a través de patrones comunes de ortografía</p>	<p>-Respeto por los compañeros y sus diferentes opiniones y capacidades</p>
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TARGET LEXIS

Bones (n), biceps (n), glutes (n), calves (n), abs (n), eyes (n), nose (n), tongue (n), iris (n), retina (n), ear (n), brain (n), heart (n), intestines (n), liver (n), lungs (n), stomach (n), skin (n), elbow (n), knee (n), hip (n).

COMPETENCES

- Competencia plurilingüe*: different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
- Competencia digital*: audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.
- Competencia personal, social y de aprender a aprender*: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities.
- Competencia ciudadana*: behavioral contents will be developed throughout this unit, such as cooperation and helping others.
- Competencia emprendedora*: the challenges' resolution will require the students' autonomy and creativity.
- Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

-Identify and use vocabulary about the joints, muscles, bones and organs of the human body in order to label Martin's figure. (*Bloque 2. Oral Expression*)

- Understand what is being said in listening and speaking activities based on the videos such as in “*Major organs of the human body*” and “*The human body song/anatomy for kids*” (*Bloque 1. Oral Comprehension*)
- Comprehend the general ideas of writing texts such as in “*The bone puzzle*” by applying reading strategies such as referring to contexts or using the previous knowledge about the human body. (*Bloque 3. Reading comprehension*).
- Recognize regular correspondences between graphemes and phonemes such as in ee, *knee*, for the /i/, ea for the /e/ sound such as in *heart, ear* (*Bloque 2. Oral Expression*).
- To identify and label the bones, muscles, joints, and organs of the human body in Martin’s figure. (*Bloque 4. Written Expression*)
- Identify words related to the human body by applying main phonological aspects such as the area of translating words between languages (*Bloque 3. Reading Comprehension*).
- Show respect for different opinions, abilities, and capacities

UNIT	13- Do you like animals?
SESSIONS	9
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	19/04/22-29/04/22

RATIONALE OF THE DIDACTIC UNIT THEME

This unit will begin with the viewing of one *Martin Morning*’s episode that receives the name of “Martin talks to the animals” (Season 3 episode 9) (<https://thetvdb.com/series/martin-morning/allseasons/official>) to introduce the students to some of the vocabulary that will be learnt throughout the unit, as well as to give them a clue about this unit’s thread.

During this unit, students will have the opportunity to work on their writing skills by creating simple comics and stories using the specific vocabulary of the unit, as well as elaborating some riddles and simple animal descriptions. One benefit of the implementation of these types of activities is that they highly contribute to the review and better internalization of other grammatical contents seen and learnt in previous units, contributing to the enhancement of their writing skills.

By the end of the unit, students will get into different work groups to create a mural about the type of animals assigned that they were assigned. The three main types that will be used to create the mural will be jungle/savannah animals; farm and domestic animals; aquatic animals, and fowls. The murals will be presented to the rest of the classmates through oral presentations, thus contributing to the development and enhancement of the students’ oral skills.

Final project: mural about different animals

OBJECTIVES

- To identify and utilize basic vocabulary about animals in order to create simple comics and informative murals about them.
- To use time expressions by applying the simple present tense when creating short stories and comics.

- To correctly manipulate stories, comics, and other types of texts about different types of animals for pleasure and enjoyment.
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in the episode “*Martin talks to the animals*”.
- To write a short and simple story or comic using the vocabulary related to animals learnt throughout the unit.
- To identify the animal based on short and simple descriptions provided by the classmates.
- To cooperate with the classmates to develop the sense of positive interdependence within the work groups.

CONTENTS

Conceptual	Procedural	Behavioral
<p>-<i>Vocabulario básico: animals</i></p> <p>-<i>Expresión del tiempo: presente (simple present).</i></p>	<p>-<i>Manejo de cuentos, cómics y otros textos narrativos con alto contenido visual.</i></p> <p>-<i>Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</i></p> <p>-<i>Escritura de comics o breves historias utilizando el vocabulario propio de la unidad.</i></p> <p>-<i>Identificación de animales en base a simples y cortas descripciones.</i></p>	<p>-<i>Cooperación y trabajo en equipo para el desarrollo de la interdependencia positiva.</i></p>

TARGET LEXIS

Elephant (n), zebra (n), giraffe (n), hippo (n), lion (n), monkey (n), crocodile (n), penguin (n), shark (n), whale (n), eat (v), grass (n), drink (v), sleep (v), tree (n), live (v), group (n), hunt (v), cave (n), ice (n), desert (n), jungle (n), kangaroos (n), koala (n), jump (v), swim (v), fly (v), snake (n), birds (n), rabbit (n).

COMPETENCES

- Competencia plurilingüe:* different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
- Competencia digital:* audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.
- Competencia personal, social y de aprender a aprender:* this unit aims to develop the students’ autonomy and critical thinking throughout the designed activities.
- Competencia ciudadana:* behavioral contents will be developed throughout this unit, such as cooperation and helping others.
- Competencia emprendedora:* the challenges’ resolution will require the students’ autonomy and creativity.

-*Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

- Identify and use vocabulary about animals when creating comics, murals and presenting the information to the classmates. (*Bloque 2. Oral Expression*)
- To apply the simple present tense in oral and written texts such as comics and oral presentations. (*Bloque 2. Oral Expression*)
- To read and comprehend the general meaning of different types of written texts such as comics or stories. (*Bloque 3. Reading Comprehension*)
- Understand what is being said in listening and speaking activities based on the episode "*Martin talks to the animals*". (*Bloque 1. Oral Comprehension*)
- Use different resources such as stories, comics, and other types of texts to read for pleasure and to search for information about animals. (*Bloque 3. Reading Comprehension*)
- Identify the animal based on short and simple descriptions provided by the classmates. (*Bloque 1. Oral Comprehension*)
- Write a short text such as a comic by using the simple present tense and the vocabulary about animals learnt throughout the unit. (*Bloque 4. Written Expression*)
- Contribute to the resolution of the assigned tasks by working with the teammates.

UNIT	14- Let's take care of our planet
SESSIONS	9
SUBJECT	First Foreign Language (English)
YEAR	Primary Year 2
TEMPORALIZATION	03/05/22-18/05/22

RATIONALE OF THE DIDACTIC UNIT THEME

This unit will start with many crumpled paper sheet balls all over the classroom. Each of them will have a written word related to nature, plants, water, air or nature, having to unfold them and figure out this unit's topic.

During this unit, students will work on their pronunciation skills during their respective speeches and presentations. In addition to this, the pupils' writing skills will be developed by creating self-made texts and their reading comprehension skills will be also enhanced by having to understand the given information in order to complete different tasks with it.

The unit will conclude with the elaboration of a big mural in which the four main categories appear (nature, plants, water, and air). Each student will write some sentences related to the vocabulary and information learnt throughout the unit. These sentences will be shared with the rest of the classmates, having to identify to which of the four main categories they correspond. A final picture of the mural will be taken to be incorporated into the final course's project.

This unit also contributes to the interdisciplinary approach previously mentioned, creating content relations between English and Natural Science.

Final project: mural about four main aspects of nature (water, air, plants, and nature)

OBJECTIVES

- To identify and use basic vocabulary about plants, the air, water, and nature in order to understand meaning and create simple murals.
- To use time expressions by applying the simple present tense in their writings when creating the sentences for the mural.
- To correctly read words and simple sentences with an accurate pronunciation, intonation, rhyme, and accent.
- To present the mural and simple self-made texts in a careful and detailed way.
- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids such as in the video “*Nature vocabulary and facts*” and in the story “*Karen’s tulip garden*”.
- To understand the general idea of simple and short informational written texts such as the sentences created by the classmates to elaborate the mural.
- To behave appropriately, thus contributing to the improvement of the working environment.
- To solve the different challenges by working collaboratively, being open-minded and showing signs of effort.

CONTENTS

Conceptual	Procedural	Behavioral
<p><i>Vocabulario básico: plants, the air, water, and nature.</i></p> <p><i>-Expresión del tiempo: presente (simple present).</i></p>	<p><i>-Escritura de palabras y oraciones sencillas.</i></p> <p><i>-Cuidado en la presentación de los textos.</i></p> <p><i>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</i></p> <p><i>-Comprensión de textos escritos sencillos de carácter informativo.</i></p>	<p><i>-Contribución a la mejora del clima de trabajo.</i></p> <p><i>-Resolución de problemas de manera cooperativa, mostrándose abierto a ayudar.</i></p>

TARGET LEXIS

Field (n), sky (n), sun (n), shine (v), moon (n), stars (n), clouds (n), grass (n), tree (n), leaves (n), mountain (n), rainbow (n), river (n), rocks (n), flowers (n), bush (n), lake (n), forest (n), jungle (n), waterfall (n), ocean (n), island (n), water (n), sea (n), sand (n).

COMPETENCES

- Competencia plurilingüe:* different English contents and skills such as writing, listening, reading, and speaking will be acquired throughout the unit.
- Competencia digital:* audiovisual and multimedia supports will be used throughout the unit, both for explanations and the completion of different tasks.
- Competencia personal, social y de aprender a aprender:* this unit aims to develop the students’ autonomy and critical thinking throughout the designed activities.
- Competencia ciudadana:* behavioral contents will be developed throughout this unit, such as cooperation and helping others.

-*Competencia emprendedora*: the challenges' resolution will require the students' autonomy and creativity.

-*Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

EVALUATION CRITERIA

-Identify and use vocabulary about plants, nature, water, and air in oral and written activities to create sentences that will be used for the mural's elaboration. (*Bloque 2. Oral Expression*)

-To apply the simple present tense in oral and written self-made texts when creating the sentences needed for the mural. (*Bloque 2. Oral Expression*)

-Understand what is being said in listening and speaking activities based on the video "*Nature vocabulary and facts*". (*Bloque 1. Oral Comprehension*)

-Imitate and generate words related to the unit's vocabulary and simple sentences by using and applying the right intonation, pronunciation, rhythm, and accent when presenting their work and in class dynamics. (*Bloque 2. Oral Expression*)

-To identify the gist and the main ideas of short and simple informational texts related to the contents and vocabulary about nature such as in "*Karen's tulip garden*" (*Bloque 3. Reading Comprehension*)

-Copy and write simple sentences using the vocabulary about nature and simple present structures learnt throughout the unit with the teacher's help in order to create the sentences needed for the mural. (*Bloque 4. Written Expression*)

-Present a detailed and accurate mural with several informative sentences about nature, water, plants, and air. (*Bloque 4. Written expression*)

-Contribute to the resolution of the assigned tasks, showing helpful attitudes towards the group members.

-Appropriately behave, obeying the teacher's instructions and thus contributing to the improvement of the working environment

7. Methodology

Regarding the process of learning English, this syllabus seeks to instill in the students the development of deep content knowledge, as well as cooperation among their peers, critical thinking, creativity, and communication skills, all of which will contribute to the pupil's integral development. According to these aspects, the Project Based Learning approach fulfills all these aspects, thus being the main methodology used throughout this syllabus.

Project Based Learning (hereinafter, PBL) "is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge" (Buck Institute for Education, 2018). It is a curricular model that emphasizes the effective use of task-based learning to engage students in active and multidisciplinary learning (Chin, 2007). PBL also enhances students' personal growth, confidence, and responsibility as a learner. In particular to English, PBL is an approach that allows the language students' engagement in learning how to learn while they also learn language and content (Mathews, 2007).

The Project Based Learning approach considers the students' participation as something essential in the pupils' learning process. This point of view contemplates the teacher as a guide, coordinator, and facilitator instead of someone whose main function lies in providing data and information to the students, thus moving the focal point of the learning process from the teacher to the students (Reisman et al., 2018).

Project-based learning is a flexible approach, but its implementation in class usually follows a certain process constituted of six stages. The first step would take place in an assembly, favoring the students' brainstorming and reflection about what they already know and what they want to find out. Once that is done, students in Infant Education would need to ask for their parents' help, not being necessary for Primary Education students. In case this stage takes place, some sort of family's English knowledge is not required. Carrying on with the process, the third stage would require the pupils' effort and participation to complete research activities to discover what needs to be learnt by using many different types of resources such as books, photos, computers, etc. After the

research stage, the completion of support activities would take place in order to establish all the findings and the acquired knowledge. Just like at the beginning of the process, another assembly would take place with the aim of sharing with the rest of the classmates and the teacher what has been found and learnt throughout the previous four stages. Lastly, the Project Based Learning approach would finish with the publishing of the findings discovered by the students by making a final product that could have different forms (Conca, 2019). In this syllabus design, some of the final products that students work on are puppet plays, oral presentations and murals.

Due to the flexible and open nature of Project Based Learning, the teacher is offered the possibility of applying other teaching styles such as Task Based Learning and Cooperative Learning. Both methodologies will be frequently used throughout the different units due to the great number of advantages that result from their use, as well as to their suitability for all the students, especially for those with special educational needs. In addition to this, these teaching and learning styles promote the students' participation in their own language process, being this an important aspect to take into consideration when designing the different activities.

When applying a Task Based Learning approach, the language and the contents studied are determined by the process of completing the assigned task instead of being previously selected by the teacher. Referring to the English learning process, TBL seeks to develop inter-language in students through the provision of a task and, after that, language to solve it (Skehan, 1998). Nunan (1999) explained that Task Based Learning requires the students' development and application of their listening, speaking, reading, and writing skills to give an answer to the question presented by the teacher in the form of an exercise challenge. Therefore, TBL stimulates and facilitates the learning process of a second language.

Lastly, Cooperative Learning is an educational methodology that uses group work and the cooperation and collaboration between the team members as a fundamental strategy to favor and enrich the students' learning. Authors such as Johnson and Johnson (1999) mention five aspects that need to be accomplished to be able to assert that this teaching style is being correctly applied: promote a positive interdependence; raise individual and

group awareness and develop the sense of responsibility; favor a stimulating face-to-face interaction and the development of social abilities; provoke and offer a quality learning process; and boost the use of self-evaluations.

Moreover, Johnson et al. (1994) point out some of the benefits that arise from the application of Cooperative Learning: an increase in the students' intrinsic motivation levels; the growth in the pupils' engagement and academic performance derived from joining together the effort of each member of the group to accomplish the final objective; the reinforcement of the student's self-esteem as a result of the establishment of strong and high quality relationships between the group members; and the rise in the number of opportunities to apply different techniques and social abilities that will help them peacefully respond to problems that might emerge from the social interactions between the group members.

Once all the benefits of these three methodologies have been reviews, the teaching style that will guide this syllabus is Project Based Learning approach, enriched by the application of two methodologies that perfectly bind together: Task Based Learning and Cooperative Learning.

Every unit of this syllabus concludes with the elaboration of a group small project in which the students will have the opportunity to demonstrate the acquired learnings throughout the unit, as well as to review some other contents learnt in previous units. In addition to this, the recording or capturing of all these unit projects will be needed for the creation of the final course's project in which they will have to give response to the proposal and petition written by the *Martin Morning's* author.

The Task-Based Learning Approach will be utilized at the beginning and during the units' session where students will be asked to complete a specific task. Through the process of the activity's resolution, the unit's vocabulary and grammatical contents will be learnt.

The Cooperative Learning Approach will be habitually applied during classes for the completion of the different assigned tasks, as well as during the production of the diverse unit projects. This methodology will be especially important for the student with

educational needs, having the chance to rely on his classmates' help besides the teacher's support.

Since the school where this syllabus is supposed to take place is a bilingual school, the English teacher will benefit from the language assistants' help. According to the Comunidad de Madrid's Language Assistants Guide (2021-2022), they can work on tasks with small groups of students, under the coordination of the corresponding department. In addition, they could conduct oral exams preparation while the teacher conducts other regular exams in the classroom, always under the supervision of the corresponding department.

Throughout the different didactic units, language assistants will specially support the students with pronunciation work, as well as sharing anecdotes and experience from their home country. The teacher will also use their help when reading out loud short stories and fragments needed to complete different tasks and activities.

8. Evaluation

8.1. Evaluation criteria and learning standards

The *Decreto 89/2014* presents the evaluation criteria that needs to be followed when analyzing and assessing the students' acquired learnings and abilities, all of them divided into different sections according to the different Primary Education levels and block of contents.

Every unit plan of this syllabus includes a specific section where the evaluation criteria are mentioned, all of them created based on the objectives and contents that are intended to be instilled in the students.

8.2. Assessment strategies, techniques, and tools

For the implementation of this syllabus, a continuous assessment design will be followed. This evaluation method implies the consideration not only of the final product, but also of the students' learning process and implication in the different activities and projects that need to be done throughout the units. Continuous assessment is very convenient since it allows the teacher to obtain detailed and frequent information about the students'

progress, as well as to know the possible difficulties that could lead to considerably large knowledge gaps if they are not quickly addressed. This type of evaluation easily blends with formative assessment, in which the feedback provided by the teacher is used to improve the students' performance, thus using the evaluation process as a learning tool instead of something uniquely numerical (Coll, 2007). With the aim of assessing this, different evaluation techniques and instruments designed by the teacher will be applied, dividing them into three main categories: hetero-evaluation, self-evaluation, and peer-evaluation.

Hetero-evaluation refers to the assessment made by one person (in this case, the teacher) over another (student) and questions are addressed regarding their work, attitude, performance, among other characteristics (Casanova, 1998). For this type of evaluation, checklists will be used to assess the activities and projects done and presented by the students (See [Annex 13.8](#) for an example of hetero-evaluation). This instrument allows the teachers to easily collect information and register if the objectives are being accomplished by the students and to detect the pupils' areas of struggles and difficulties. Lastly, one important feature of this syllabus is that it does not include the use of exams to test the learnings and skills acquired by the students. Instead, the Project Based Approach that will be implemented throughout the different units allows the teacher to check if pupils have correctly integrated what is being taught by evaluating the process and the product of every unit's final project. In order to effectively do this, students will be given some instructions before doing their unit's final project about the vocabulary, grammatical expressions and abilities that need to appear and be demonstrated throughout its elaboration, using all this information as evidence of what has been learnt by the end of the unit.

Since the Project-Based Learning Approach and the Cooperative Learning Approach contribute to the development of the students' autonomy and the assumption of several responsibilities, it is important to let the students think about their implication, attitudes and work during the resolution of tasks and the elaboration of projects, mentioning what they think they could do better, what contents and objectives they believe they have achieved and in which aspects they still need help, among others (see [Annex 13.9](#) for an

example of self-evaluation). This type of self-assessment strategies will help the students to be conscious and implicated throughout their own learning process and to become more self-directed learners, thus considering the evaluation process as something academically and personally enriching and formative.

Lastly, peer-evaluation provides a structured learning process for students to critique and provide feedback to the group members on their work, thus helping them develop lifelong skills in assessing and providing feedback to others and equipping them with skills to self-assess and improve their own work. In order to do so, students will complete a simple exit slip in which they will have to fill out some questions and write two positive aspects about the other groups' projects and one aspect that they believe they could improve on (see [Annex 13.10](#) for an example of a peer-evaluation). In addition to evaluating other groups' work, there will be moment where students within the same will have to respectfully assess their partner's implication and effort during the task's resolution and project's elaboration.

8.3. Evaluation moments

Continuous evaluation is usually characterized by the establishment of three main moments for the students' assessment: initial, middle, and final evaluation. However, the teacher will also take into account details about the students' progress, participation and attitude almost every day.

The aim of the initial evaluation is to gather information about the students' previous knowledge related to the topic and contents that are going to be introduced, thus having the opportunity to adapt the classes according to that evidence. The motivational activities that are implemented at the beginning of each unit highly contribute to obtain the information needed, by asking questions to the students and helping them in case it is necessary.

The second evaluation moment will approximately take place approximately in the middle of the unit, in order to obtain detailed information about what the students have already learnt, what needs to be taught again and in which aspects they still need help. One of the key aspects of this intermediate evaluation is that it not only helps the teacher to adapt and organize the classes based on the students' development, but also the students by

favoring their awareness about all the progress they have done from the first day until that moment, thus positively contributing to their self-esteem.

Lastly, a final evaluation will be applied at the end of every unit in order to assess the acquired learnings and abilities by the students throughout the unit and to observe if the objectives that were planned before starting the unit were successfully achieved or not. This information will be obtained by the evaluation of the final project created by the pupils at the end of every unit.

9. Diversity attention measures

Attention to diversity could be defined as the educational actions and strategies that intend to respond to the great variety of abilities, learning styles and rates, social situations, motivations, and interests of the students (*Art. 9, RD 126/2014*). This principle implies an effort to adjust policies, resources, and people to a common social interest of inclusive education in order to favor equality in society (Going et al., 2020).

The three major methodologies that will be used throughout this syllabus (Project Based Learning, Cooperative Learning and Task Based Learning) notably adapt to the different rates, abilities, and motivations of the students, thus contributing to the proper acquisition of the concepts and learnings previously established.

This main section is divided into three subdivisions according to the three types of measures that attention to diversity refers to: the general attention measures for all the students, the ordinary measures destined to pupils with educational support needs, and the extraordinary measures which imply curricular adaptations.

9.1. General attention measures for all the students

One of the main principles of this type of attention measures is to consider all the necessities and demands of our students to promote their learning by applying different strategies and doing the required adaptations and adjustments without significantly changing the prescriptive elements of the curriculum. According to *Real Decreto 126/2014, de 28 de febrero, por el que se establece el Currículo Básico de la Educación Primaria*, “En esta etapa se pondrá especial énfasis en la atención a la diversidad del

alumnado, en la atención individualizada, en la prevención de las dificultades de aprendizaje y en la puesta en práctica de mecanismos de refuerzo tan pronto como se detecten estas dificultades.”

Regarding this syllabus, it sets forth an educational proposition to be implemented in the second grade of Primary Education with all students with special educational needs in order to contribute to that inclusion and normalization previously mentioned. Therefore, the students' learning and full development will be assured by paying attention to their needs and promoting an individualized education.

The educational institution where this syllabus would take place relies on the work of specialized staff with knowledge about how to deal with different situations regarding the educational needs that might be observed during classes. Also, teachers are offered in-service training with the aim of acquiring and bringing up to date their expertise about this specific topic.

Regarding the learning process of English, the three different types of contents presented throughout the fifteen unit plans (conceptual, procedural, and behavioral) will be balanced, trying to give a prominent place to each of them. Also, the three methodologies that will be applied throughout this syllabus easily allow the teacher to set different heterogeneous groups so that students can benefit from their partners' help, and thus favoring a positive interdependence. In addition, before the implementation of every unit, the teacher will try to identify all the contents and aspects that might be more difficult to understand or the most common errors that might be made, adjusting the different activities based on that information.

9.2. Ordinary measures: Educational support needs

These measures are specifically directed towards students who present some type of difficulty, either something temporary or permanent.

In the school, each of the two groups of year 2 of Primary Education has one pupil with the same specific educational needs: both students have ADHD (Attention Deficit Hyperactivity Disorder).

During the English classes, this student usually acts by impulses and gets easily distracted if he is not engaged enough with the activity that is being done, having a considerably short attention span. He struggles with following instructions, either by the teacher or his own classmates, and presents some difficulties completing writing tasks since they require a high-level cognitive implication. This usually leads to taking frequent breaks if he is not being supervised by an adult, which results in his oversight of the task's instructions. He usually has the need to move during the class, which sometimes leads to energetic and forceful behaviors towards his classmates.

Taking all these symptoms and conducts into consideration, there are several ordinary measures that could be applied with this student. In the first place, it would seem convenient to provide the student with a first row or front seating in the classroom to avoid different stimulus that could distract him. Also, by making use of this plan, it would be easier for the teacher to keep the student's attention and make some sort of gesture to let him know what he is supposed to be doing at that moment. In order to have a clear schedule or planning of the activities that are going to take place during the class, it would be helpful to encourage this student to use daily planners, being this a resource that is usually utilized with students with Asperger syndrome. In addition, with the aim of helping him concentrate, an efficient strategy consists in persuading him to make "to do lists" with the different exercises or tasks that need to be completed, specifying the time that its correct realization should take and receiving simple awards and recognitions when he completes the tasks on time. Moreover, to help him control and relax during his high nervousness states, this student would be allowed to exit the classroom to go to the playground and run. As for the violent and aggressive behaviors, the teacher will try to teach him how to apologize for his impulsive behavior, reinforcing his sincere forgiveness and apologies with his classmates.

9.3. Extraordinary measures: Curricular adaptations

The extraordinary measures are aimed at a minority of students to facilitate their achievement of the main objectives previously designed and deliberated for the school year that they are enrolled in. These attention measures, collaboratively made by the class teacher and some specialized staff, require significant curricular adaptations that

have an effect on one or more elements of the curriculum such as competences, contents, learning outcomes, methodology and/or evaluation.

Besides this strategy, another alternative that the school could consider is to ask for a specialist to stay in the classroom with the student that might need that individualized and special attention, thus requiring a great communication and collaboration between the corresponding specialist and the English teacher.

10. Contribución de la programación al desarrollo de otros planes

One of the main objectives that this syllabus aims to instill in the students is the sense of interdisciplinarity between diverse curricular subjects such as Natural Science, Arts and Crafts, and Mathematics by taking advantage of the numerous possibilities that the English subject offers to implement that approach. Besides those contents mentioned throughout the different unit plans, this section presents the strategies and dynamics that will be followed throughout the different units that contribute to the development of abilities and competences related to the correct use of the ICT resources and the improvement of the students' civic responsibility and coexistence with others.

10.1. Contribution to the use of ICT resources and digital competence

Our class has a digital board connected to the teacher's computer that is frequently used to present the materials and activities to be implemented, as well as to introduce the unit topics and explain the contents in fun, engaging and interesting ways. In addition to this, students from different grades can benefit from the use of Chromebooks, all of them located inside a security bow next to the headteacher's office.

Throughout the course, students will participate in many different activities that require the correct use of ICT resources by searching for information that will be needed for completing tasks and presenting the final projects, thus contributing to the students' responsible utilization of these types of resources. These initiatives are highly related to the main abilities that the digital competence seeks to instill in the students.

10.2. Contribution to the development of the students' civic responsibility and coexistence with others.

The Cooperative Learning Approach that is used throughout the different units of this syllabus aims to raise individual and group awareness and the development of a sense of responsibility and social abilities, thus contributing to acquire useful strategies to learn how to work with different people and to promote the best work climate possible. This will be fulfilled by creating small work groups of students where each of them will have a specific role or responsibility needed for the objective's achievement. The social and civilized competence includes all these strategies and abilities, which will be developed by the different behavioral contents mentioned throughout the different unit plans.

11. Conclusions

The elaboration of this end-degree project has been a great personal challenge, trying to reflect many of the knowledge and skills that I have acquired throughout these five years at university.

The first challenge that I had to face was related to the choice of the methodology to be the basis of this syllabus, opting for the Project Based Learning approach due to its motivational component and the possibility that it offers to implement other teaching strategies such as the Cooperative Learning approach and the Task Based Learning approach. A second challenge was the search of the main thread to be motivational enough to engage the students in their learning process, as well as to favor an interdisciplinary approach between the English subject and other curricular areas such as Natural Science, Arts and Crafts or Mathematics. In this respect, cinema and the *Martin Morning* series were chosen as the main context or setting of all the didactic units since it allows the teacher and the students to work on all the different English contents and vocabulary mentioned in the curriculum and meet the requirements previously mentioned.

This syllabus design has intended to design activities in which the students could understand knowledge as a whole, instead of something divided into fragments, as well as to favor a positive interdependence when working with others in order to achieve common goals.

Besides the English contents, emotions and attitudes related to personal growth have also played an important role throughout the syllabus, by highly taking into consideration behavioral contents and the perceptions that students have of others and themselves. In addition to this, this annual program has tried to create motivating material resources and class dynamics that lead to the pupils' imagination, creativity and enjoyment while learning about different contents and developing several key competences.

Universidad Pontificia Comillas has played a crucial role in making this project possible, as it has been the main source of formation, both personally and academic, providing me the tools and strategies to feel capable of teaching students while enjoying this enriching and rewarding occupation. Similarly, the schools where I have had the opportunity to do

my internships have also been another source of development and the perfect occasion to ascertain that becoming a teacher is one of the main objectives that I would like to achieve.

Finally, I would like to give a special thanks to Alfonso López Hernández, my final-degree project supervisor, for his continuous effort, attention, and dedication, as well as for helping me connect and consolidate my ideas and modifying my vision of the English subject as powerful opportunity for learning to take place.

The elaboration of this project has taught me, among other lessons, the importance of searching and looking for new methodologies and class dynamics so as to engage the students in their own learning process and to be constant and persistent, even if things do not go as planned. As a result, I strongly wish to offer my future pupils my best, in order to guide them throughout their learning process, both academically and personally.

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INTERNET SOURCES

Alarm clock [Photography] (<https://bit.ly/3MHFAbw>)

Car [Photography], de Europcar (<https://bit.ly/3i4ZBKY>)

Computer [Photography] (<https://bit.ly/36gBRkM>)

Doorbell [Photography] (<https://bit.ly/3pXnOrj>)

Light bulb [Photography], de Collins (<https://bit.ly/3hY0wgf>)

Remote [Photography] (<https://bit.ly/3i2uNea>)

Robot [Photography], de Pal Robotics (<https://bit.ly/3J3Rdrd>)

Telephone [Photography] (<https://bit.ly/3J51BPz>)

Television [Photography] (<https://bit.ly/3CCQvPq>)

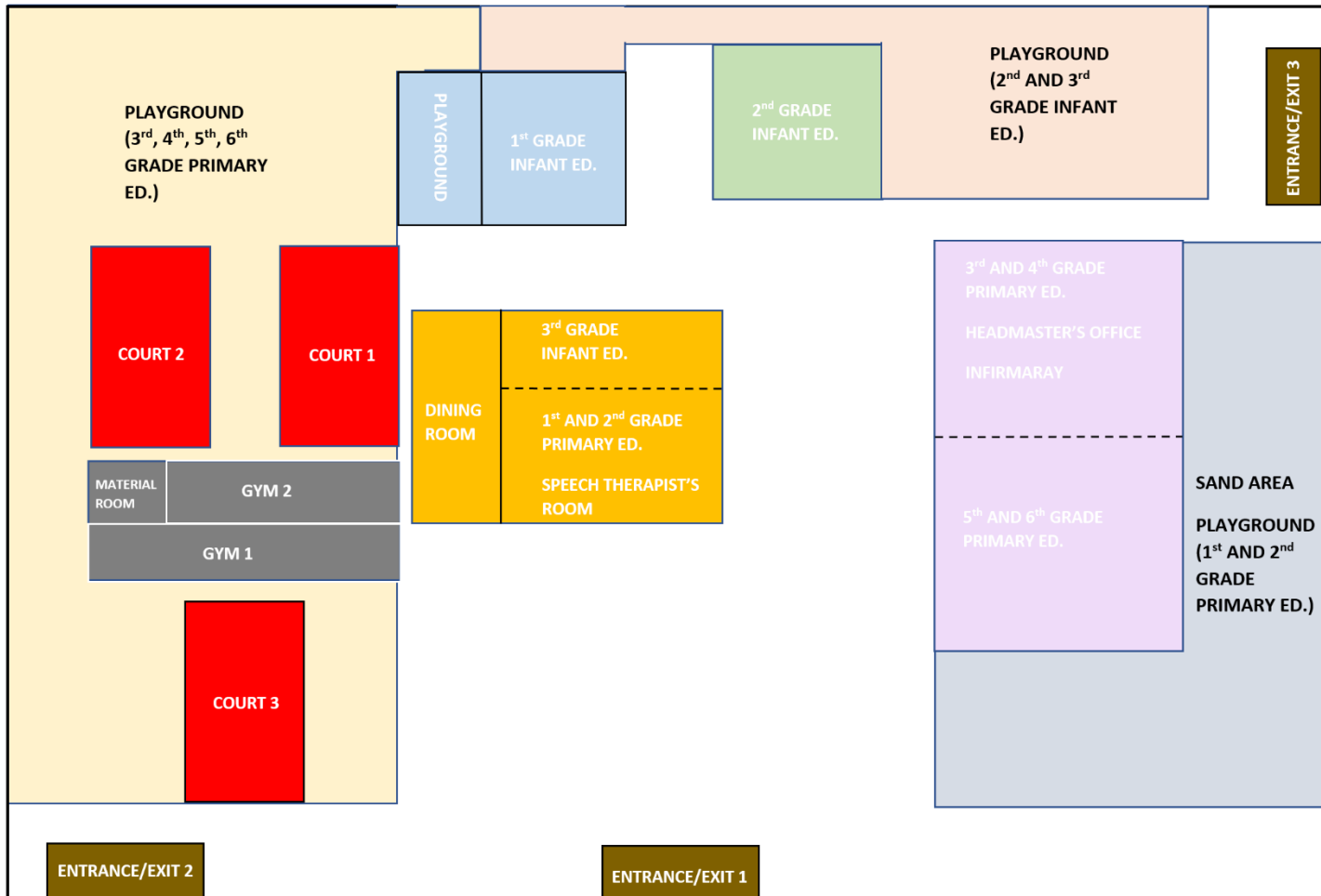
Toaster [Photography] (<https://bit.ly/3l3qUju>)

Truck [Photography], de DAF (<https://bit.ly/3J0vzEa>)

Wheel [Photography] (<https://bit.ly/3vWPXT5>)

13. Annexes

13.1. Building plan of the school



13.2. Letter from the author of *Martin Morning*



Dear students,

My name is Denis Olivieri, and I am a famous cinema producer from France.

I reach out to you to offer you a great opportunity that I am sure you will like.

In the next few months, the series called "Martin Morning" will celebrate its 20th anniversary. For this special occasion, I want to create a movie with real people based on some of the Martin's anecdotes and experiences presented throughout the different episodes.

For the casting and selection process, I would like you to send me a video at the end of the school's year with all the projects, tasks, and activities that you will be doing during your English classes related to the *Martin Morning* series.

Once I receive all the videos created by other second graders from different schools in your municipality, I will choose my favorite, and its authors will have the opportunity to shoot a movie with me and my staff's help.

Thank you very much in advance.

Good luck!

Best regards,

Denis Olivieri



13.3. Unit 15. Becoming inventors for a while

UNIT 15: Becoming inventors for a while

Year 2 Primary Education

Subject: First Foreign Language, English

Temporalization: 8 sessions (19/05 – 30/05)

RATIONALE OF THE DIDACTIC UNIT THEME

The last unit of this syllabus will start with the viewing of the episode entitled “*Martin Master of Invention*” (<https://thetvdb.com/series/martin-morning/allseasons/official>) in which students will have to discuss the inventions that they see throughout the video, trying to guess and share what the different discoveries and objects are used for.

Throughout the unit, pupils will be developing their speaking, writing, reading and listening skills by participating in different tasks that require the acquisition of new terms and concepts, as well as the review of some others learnt in previous units.

Since it is the final unit of the syllabus, students will have the opportunity to watch the final video created with short fragments and photos of the projects made throughout the course that will be sent to the author of *Martin Morning* for his casting. This syllabus will end by giving the students a certificate to thank them and value their effort and implication during the different units and proposed tasks and projects.

OBJECTIVES

- To know and use basic vocabulary about inventions and discoveries, rooms in a house, materials, and physical appearance.
- To express existence using the verb to be and the grammar structure there is/there are through different types of activities
- To utilize quality expressions (very + adjective) in oral and written activities
- To correctly apply and identify the Wh- questions in different contexts
- To present self-made texts in a careful and detailed way

- To comprehend the meaning and general ideas in short oral texts from different audiovisual aids
- To use picture dictionaries and the communication and information technology to search for information
- Understand meaning of short reading texts by inferring meaning.
- To write simple texts following different models
- To respect their classmates' opinions, abilities, and capacities.

CONTENTS

Conceptual

- *Vocabulario básico*: discoveries and inventions, cardinal numbers up to two digits, rooms in a house, materials, and appearance adjectives.
- *Interrogación*: Wh- questions: What; Where; How; Who. Aux. verbs in questions: to be; to do.
- *Expresión de la existencia* (to be; there is/there are)
- *Expresión y uso de estructuras sobre la cualidad* ((very+)Adj.).

Procedural

- *Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación como elemento de consulta y de aprendizaje.*
- *Comprensión de textos sencillos*
- *Escritura de textos sencillos siguiendo modelos.*
- *Cuidado en la presentación de los textos.*
- *Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.*

Behavioral

- *Respeto por los compañeros y sus diferentes opiniones y capacidades.*

CURRICULAR CONTENTS FROM OTHER SUBJECTS

Arts and Crafts:

- *Elaboración de carteles y dibujos simples.*
- *El cine de animación como un género del cine.*
- *Realización de obras tridimensionales haciendo uso de diferentes materiales.*

Natural Science:

- *Identificación de algunas máquinas, aparatos e inventos cotidianos más importantes para la vida del hombre y explicación de su utilidad.*
- *Los materiales*

Matemáticas

- *Identificación de números naturales menores que 1000.*

The target lexis that will be worked throughout the unit is listed below.

TARGET LEXIS		
Nouns	Adjectives	Verbs
-Discoveries and inventions: alarm clock, robot, toaster, coffee maker, TV, remote, telephone, doorbell, light bulb, car, truck, wheel, computer. -Rooms in a house: living room, bedroom, dining room, kitchen, garage, bathroom. -Cardinal numbers up to two digits -Colors: blue, yellow, green, red, brown, white, black, pink, orange. -Materials: plastic, metal, wood, wool, paper, scissors, cardboard.	Quality and appearance: interesting, old, new, useful, rare, fascinating, big, small, soft, hard, rounded,	Create, make, discover

COMPETENCES

- *Competencia plurilingüe*: different English contents and skills will be acquired throughout the unit such as reading, writings, speaking and listening by participating in the different activities.
- *Competencia matemática y competencias básicas en ciencia, tecnología e ingeniería*: the cardinal numbers will be review when counting the votes obtained from the students' invents. In addition to this, the science and technology competence will be developed through the knowledge of different famous inventions and discoveries that have made a big impact in our society.
- *Competencia digital*: some activities will require the student's research about different inventions and famous discoveries.
- *Competencia personal, social y de aprender a aprender*: this unit aims to develop the students' autonomy and critical thinking throughout the designed activities, such as creating murals based on information previously researched.
- *Competencia ciudadana*: behavioral contents will be developed throughout this unit, such as cooperation in the creation of group works.
- *Competencia emprendedora*: the different projects and tasks that will be created during the course favor the students' development of their creativity, innovation, and the ability to organize and manage individual and group projects to achieve the objectives previously established, among others.
- *Competencia en conciencia y expresiones culturales*: the behavioral contents promote a positive and critical attitude towards diversity, enjoying and learning through culture.

METHODOLOGY

As it was mentioned in the annual program, the unit will start with an initial activity in order to introduce the main topics that will be covered throughout the unit in an interesting and dynamic manner. During the different sessions, students will be asked to complete different tasks and small projects related to the *Martin Morning* series that will cover the contents previously mentioned, thus providing an example of Project Based and Cooperative Learning Approach methodologies.

During each class, while the students complete their respective tasks, the teacher will be taking notes on the students' participation and implication throughout the session, as well as helping the students solve all the doubts they might have. All the gathered information will be taken into consideration for the continuous evaluation that characterizes this annual program.

EVALUATION

As it was mentioned before, the evaluation that will take place throughout this unit will be continuous, obtaining information from the tasks that the students will carry out, as well as on the notes that the teacher might take according to the students' behavior and participation and the completion of self-evaluation and co-evaluations by the students. Therefore, this unit will be evaluated through a simple checklist in which some items related to the final unit project are incorporated (See [Annex 13.8](#)). These are the evaluation criteria that will be used throughout this unit.

- Know and use the vocabulary established for the unit (discoveries and inventions) and review other terms related to the rooms in a house, materials, and appearance adjectives. (*Bloque 2. Oral Expression*)
- Apply in oral and written texts the grammatical structure of Wh- questions in order to get information about different inventions. (*Bloque 2. Oral Expression and Bloque 4. Written Expression*)
- Utilize existence expressions (to be/there is/there are) in their writings and oral presentation in order to describe a cinema setting/scenario. (*Bloque 4. Written Expression*)
- Understand what is being said in listening and speaking activities, as well as based on the episode that receives the name of "Martin Master of Invention" (*Bloque 1. Oral Comprehension*)
- Use and manipulate different resources, such as dictionaries or technology devices, to search for information and words related to inventions. (*Bloque 3. Reading Comprehension*)

- To understand meaning from simple written texts by making inferences. (*Bloque 3. Reading Comprehension*)
- Follow a writing frame to produce a text about a self-made invention, including the vocabulary and expressions learnt throughout the unit. (*Bloque 4. Written expression*)
- Present detailed and accurate self-made tasks/projects (*Bloque 4. Written expression*)
- Show respect for different opinions, abilities, and capacities

LESSON PLANS

The following section presents the sessions that will be implemented throughout this unit, using the Universidad Pontificia Comillas' lesson planning template for Teaching English as a Foreign Language.

Unit	15	Lesson	1	Group	Year 2	Time	45 min
Topic / Session Title	Martin Master of Invention		Date: 19/05/22	Primera lengua extranjera: inglés			
Skills	Listening		Speaking	Reading	Writing		
Systems	Grammar Discourse		Phonology	Lexis	Function		
Competences	Grammatical Strategic		Socio-linguistic	Discourse			
Contents	<ul style="list-style-type: none"> • <i>Vocabulario básico: discoveries and inventions</i> • <i>Uso de diccionarios de imágenes y de las tecnologías de la información y la comunicación como elemento de consulta y de aprendizaje</i> • <i>Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos</i> • <i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i> <p>Curricular contents from other subjects</p> <ul style="list-style-type: none"> • <i>El cine de animación como un género del cine (Arts and Crafts)</i> • <i>Identificación de algunas máquinas, aparatos e inventos cotidianos más importantes para la vida del hombre y explicación de su utilidad</i> 						

Learning outcomes	Students will be able to: <ul style="list-style-type: none"> • Acquire basic vocabulary about inventions and discoveries • Comprehend the meaning and general ideas in the video “<i>Martin Master of Invention</i>” • Use picture dictionaries and the communication and information technology to search for information • Respect their classmates’ opinions, abilities, and capacities 		
Evaluation criteria	<ul style="list-style-type: none"> • Know the vocabulary established for the unit • Understand what is being said in listening and speaking activities based on the episode that receives the name of “<i>Martin Master of Invention</i>” • Use and manipulate different resources, such as dictionaries or technology devices, to search for information and words related to inventions. • Show respect for different opinions, abilities, and capacities. 		
Previous knowledge	Students already know vocabulary related to the rooms in a house, as well as materials and physical appearance.		
Materials	Digital board, <i>Martin Morning</i> episode, paper, computers or technological devices, video camera	Spaces	Classroom
Procedures			
Timing	Activities (T / S role)		Grouping
40 min	<p>LEAD IN AND PRESENTATION OF NEW LEXIS</p> <p>This unit will start with the viewing of the episode entitled “<i>Martin Master of Invention</i>” since the target lexis of this last unit is related to discoveries and inventions (https://thetvdb.com/series/martin-morning/allseasons/official).</p> <p>Instead of watching the from the beginning to the end without pausing it, the teacher will stop it at different scenes in which different familiar inventions can be seen in Martin’s house, having to the annotated by the students in a piece of paper. This strategy will lead to the students’</p>		Groups of four students

	discussion with the teacher about the inventions and discoveries.	
During the main activity	<p>RESEARCH OF VOCABULARY</p> <p>Since this activity will require the use of new English words and concepts that have not been taught before, students will be allowed to use different technological resources to search for words that they do not know yet how to say in English, thus contributing to the development of their digital competence.</p>	Groups of four students
5 min	<p>EVALUATION</p> <p>Lastly, students will complete the exit slip (see Annex 13.13)</p>	Individually
	<p>TARGET LEXIS</p> <p>The inventions and discoveries that will be worked throughout the unit based on the initial video will be: <i>alarm clock, robot, toaster, coffee maker, TV, remote, telephone, doorbell, light bulb, car, truck, wheel, and computer</i>. With the aim of easing the students' guesses about the inventions that want to be mentioned during this activity, the teacher will be asking questions to the students, which answers will lead to some hints related to the inventions previously mentioned.</p> <p>Therefore, this first class has the main purpose of introducing the students to the vocabulary and topic that will be the main thread of this last unit by engaging them in an interesting and motivational activity.</p>	

Unit	15	Lesson	2	Group	Year 2	Time	45 min
Topic / Session Title	Flashcards			Date: 19/05/22	Primera lengua extranjera: inglés		
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar Discourse	Phonology	Lexis	Function			
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<ul style="list-style-type: none"> • <i>Vocabulario básico</i>: discoveries and inventions, rooms in a house, materials, and appearance adjectives. • <i>Interrogación</i>: Wh-questions: What, where, how, who. Aux. verbs in questions: to be; to do. • <i>Expresión y uso de estructuras sobre la cualidad (very + adj)</i>. • <i>Comprensión de textos orales breves</i>. • <i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i> <p>Curricular contents from other subjects</p> <ul style="list-style-type: none"> • <i>Identificación de algunas máquinas, aparatos e inventos cotidianos más importantes para la vida del hombre y explicación de su utilidad</i>. • <i>Los materiales</i> 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Acquire basic vocabulary about invention and discoveries • Utilize quality expressions (<i>very + adj</i>) in written activities • Correctly apply and identify Wh-questions when providing information about the assigned invention • Comprehend the meaning and general ideas in short, oral texts. • Respect their classmates' opinions, abilities, and capacities 						
Evaluation criteria	<ul style="list-style-type: none"> • To know and use the vocabulary about inventions and discoveries, rooms in a house, materials, and physical appearance when talking about their assigned invention • Apply in written texts the grammatical structure of Wh-questions in order to talk about their assigned invention • Understand what is being said in listening activities • Show respect for different opinions, abilities, and capacities. 						
Previous knowledge	Students already know vocabulary related to the rooms in a house, as well as materials and physical appearance.						

	In addition, they have already learnt how to formulate Wh-questions.		
Materials	Students' questions and answer, inventions flashcards, video camera	Spaces	Classroom
Procedures			
Timing	Activities (T / S role)		Grouping
10 min	<p>REVIEW OF LEXIS</p> <p>Before moving into the main activity of this second unit class, students will review with the teacher the inventions that were seen during the previous day. This activity will be done with the use of some flashcards (see Annex 13.4).</p>		Whole group
25 min	<p>WH-QUESTIONS AND LEXIS REVIEW</p> <p>Students will play a similar version of the famous game that receives the name of "Heads up". In order to do this, students will be asking some Wh-questions to each other in order to guess the invention that the classmates hide on the flashcard that they were assigned, obtaining that information from the responses to their own questions that were written in the previous class.</p> <p>During this activity, the teacher will be guiding this activity, making sure everyone has the chance to ask and answer questions and that pupils obey their turn to speak.</p> <p>By doing this activity, students will not only have the opportunity to practice, assimilate and memorize the target lexis related to this unit, but also the chance to keep reviewing some other contents, grammatical structures and vocabulary previously learnt in other units such as the Wh-questions structure, places and rooms in a house and appearance adjectives.</p>		Pairs

10 min	EVALUATION During the last 10 minutes of class, students will complete the self-evaluation (Annex 13.9) and peer-evaluation (Annex 13.10) templates.	Individually
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Unit	15	Lesson	3	Group	Year 2	Time	45 min
Topic / Session Title	Let's create an inventions mural!			Date: 19/05/22	Primera lengua extranjera: inglés		
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar Discourse	Phonology	Lexis	Function			
Competences	Grammatical Strategic	Socio-linguistic	Discourse				
Contents	<ul style="list-style-type: none"> <i>Vocabulario básico</i>: discoveries and inventions, materials, and appearance adjectives. <i>Expresión y uso de estructuras sobre la cualidad (very + adj)</i>. <i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i> <p>Curricular contents from other subjects</p> <ul style="list-style-type: none"> <i>Los materiales</i> <i>Elaboración de carteles y dibujos simples</i> <i>Identificación de algunas máquinas, aparatos e inventos cotidianos más importantes para la vida del hombre y explicación de su utilidad.</i> 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> Apply basic vocabulary about invention and discoveries, and materials when describing inventions. Apply quality expressions (<i>very + adj</i>) in oral activities when describing different inventions and discoveries. Respect their classmates' opinions, abilities, and capacities 						
Evaluation criteria	<ul style="list-style-type: none"> To know and use the vocabulary about inventions and discoveries, materials, and physical appearance when describing different inventions. To utilize quality expressions (<i>very + adjective</i>) when talking about different inventions. Show respect for different opinions, abilities, and capacities. 						
Previous knowledge	Students already know vocabulary related to materials and physical appearance.						
Materials	Post-its, flashcards, white board, video camera				Spaces	Classroom	
Procedures							
Timing	Activities (T / S role)					Grouping	

10 min	<p>LEXIS AND ADJECTIVES REVIEW</p> <p>The teacher will show, one by one, the flashcards with the inventions learnt throughout the unit and write their names on the board. In small groups, students will have a certain amount of time (for example 1 minute) to write on small post-its all the adjectives that they believe that correspond to the invention showed by the teacher. Some of the expected target lexis will be: interesting, old, new, useful, rare, fascinating, big, small, soft, hard, rounded, etc.</p>	6 groups of 4 people
30 min	<p>PROJECT PRODUCTION</p> <p>Once the time is over, students will share with the teacher and with the classmates the adjectives that were written down, placing the different post-it on the board below the name of the invention that they are referring to.</p> <p>Once they have been counted and review by the teacher, the group that mentioned the most adjectives will earn a point for that round.</p> <p>When all the inventions with their respective adjectives have been reviewed and completed, a photo of the mural will be taken in order to include it in the final video that will be sent to the author of <i>Martin Morning</i>.</p>	6 groups of 4 people
10 min	<p>EVALUATION</p> <p>During the last 10 minutes of class, students will complete the self-evaluation (Annex 13.9) and the peer-evaluation (Annex 13.10) templates.</p>	Individually

Unit	15	Lesson	4	Group	Year 2	Time	45 min
Topic / Session Title	Let's play a famous game			Date: 19/05/22	Primera lengua extranjera: inglés		
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<ul style="list-style-type: none"> • <i>Vocabulario básico</i>: discoveries and inventions, rooms in a house, materials, and appearance adjectives. • <i>Interrogación</i>: Wh-questions: What, where, how, who. Aux. verbs in questions: to be; to do. • <i>Expresión y uso de estructuras sobre la cualidad (very + adj)</i>. • <i>Cuidado en la presentación de los textos</i> • <i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i> <p>Curricular contents from other subjects</p> <ul style="list-style-type: none"> • <i>Identificación de algunas máquinas, aparatos e inventos cotidianos más importantes para la vida del hombre y explicación de su utilidad.</i> • <i>Los materiales</i> 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Acquire basic vocabulary about invention and discoveries • Utilize quality expressions (<i>very + adj</i>) in written activities • Correctly apply and identify Wh-questions when providing information about the assigned invention • Present self-made texts in a careful and detailed way • Respect their classmates' opinions, abilities, and capacities 						
Evaluation criteria	<ul style="list-style-type: none"> • To know and use the vocabulary about inventions and discoveries, rooms in a house, materials, and physical appearance when talking about their assigned invention • Apply in written texts the grammatical structure of Wh-questions in order to talk about their assigned invention • Present a detailed and accurate task. • Show respect for different opinions, abilities, and capacities. 						
Previous knowledge	Students already know vocabulary related to the rooms in a house, as well as materials and physical appearance.						

	In addition, they have already learnt how to formulate Wh-questions.		
Materials	Inventions flashcards, paper, video camera	Spaces	Classroom
Procedures			
Timing	Activities (T / S role)		Grouping
10 min	<p>REVIEW OF LEXIS</p> <p>This session will start with the review of some of the inventions that were mentioned during the viewing of the <i>Martin Morning</i> episode during the last class. This will be done with the use of flashcards (see Annex 13.4) created by the teacher, which include a photo and the word of the invention.</p> <p>Also, some of the vocabulary related to rooms in a house and physical appearance (previously learnt) will also be quickly reviewed.</p>		Whole group
30 min	<p>WRITING OF WH-QUESTIONS AND LEXIS REVIEW</p> <p>Once the different inventions have been reviewed, the teacher will give a flashcard to each of the students (see Annex 13.4). The pupils will have to write some Wh-questions and the answer to those questions based on the invention that they were given. The questions will be related to the invention's physical appearance, the place(s) where it can be found or its use, among others. Eventhough students already know how to formulate Wh-questions, the teacher will provide them some questions as examples that could be used, such as:</p> <ul style="list-style-type: none"> • How does it look like? Is it rounded, big, small? • What is it for? 		Individually

	<ul style="list-style-type: none"> • What materials are needed for its creation? What about the colors? • Where can it be found? In the living room? In the kitchen? In the bedroom? <p>Once all the students have the questions and their respective answers based on the invention that they were assigned, the teacher will review them because that information will be used for the next class.</p>	
10 min	<p>EVALUATION</p> <p>Lastly, students will complete the exit slip (see Annex 13.13)</p>	Individually

Unit	15	Lesson	5	Group	Year 2	Time	45 min
Topic / Session Title	Creating our own inventions			Date: 19/05/22	Primera lengua extranjera: inglés		
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function			
Competences	Grammatical	Socio-linguistic	Discourse				
Contents	<ul style="list-style-type: none"> • <i>Vocabulario básico</i>: discoveries and inventions, rooms in a house, materials, and appearance adjectives. • <i>Interrogación</i>: Wh-questions: What, where, how, who. Aux. verbs in questions: to be; to do. • <i>Expresión de la existencia</i> (<i>to be, there is/there are</i>) • <i>Expresión y uso de estructuras sobre la cualidad</i> (<i>very + adj</i>). • <i>Compresión de textos sencillos</i> • <i>Escritura de textos sencillos siguiendo modelos</i> • <i>Cuidado en la presentación de los textos</i> • <i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i> <p>Curricular contents from other subjects</p> <ul style="list-style-type: none"> • <i>Elaboración de carteles y dibujos simples</i> • <i>Los materiales</i> 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply basic vocabulary about invention and discoveries, materials, rooms in a house and physical appearance. • Use the existence simple grammatical structure (<i>to be, there is/there are</i>) when describing their inventions' appearance. • Correctly answer to Wh-questions in order to provide detailed information about their own invention. • Utilize quality expressions (<i>very + adj</i>) in written activities when describing their invention. • Write simple texts following models. • Understand meaning of short reading texts and infer meaning. • Present self-made texts in a careful and detailed way • Respect their classmates' opinions, abilities, and capacities 						
Evaluation criteria	<ul style="list-style-type: none"> • To know and use the vocabulary about inventions and discoveries, rooms in a house, materials, and physical appearance when describing their own invention. 						

	<ul style="list-style-type: none"> • To utilize existence expressions (<i>to be, there is/there are</i>) in their writing. • Follow a writing frame to produce a text about a self-made invention, including the vocabulary and expressions learnt and review throughout the unit. • To understand meaning from simple written texts by making inferences. • Present a detailed and accurate task. • Show respect for different opinions, abilities, and capacities. 		
Previous knowledge	Students already know vocabulary related to the rooms in a house, as well as materials and physical appearance. In addition, they have already learnt how to formulate Wh-questions.		
Materials	Writing frame, colors, paper, video camera	Spaces	Classroom
Procedures			
Timing	Activities (T / S role)		Grouping
40 min	<p>LEAD IN AND USE OF WRITING FRAMES</p> <p>During this class, students will have to create their own invention, offering them a writing frame in order to help them with their writing process.</p> <p>Once they have the idea, pupils will have to draw their invention on the back of the paper and write a simple text to explain their invention. To facilitate this activity and help the students select the most relevant and important facts that need to be shared in relation to their invention, the teacher will write on the board some main questions whose answers will lead to the information that will be written in the text. Some of those questions will be:</p> <ul style="list-style-type: none"> • What is your invention for? • What is it made of? • How does it look like? • Where could it be found? 		Individually

	<p>The teacher will also provide the students a simple writing frame that could be followed in order to facilitate the students' writing process (see Annex 13.5). Prior to this process, the teacher will show the students an example of the same worksheet that students will use, developing some reading skills such as comprehension or inferring meaning (see Annex 13.6). In addition to this, some of the questions that will be asked to the students are:</p> <ul style="list-style-type: none"> • Without reading the whole text, what do you think the “Magic Glasses” are for? • Where do you think you could find them? • Could you find another use for the “Magic Glasses?” <p>Once all the texts have been made, the teacher will review them and make sure all the information is correctly written because it will be needed for the next class.</p>	
10 min	<p>EVALUATION</p> <p>Lastly, students will complete the exit slip (see Annex 13.13)</p>	Individual

Unit	15	Lesson	6	Group	Year 2	Time	45 min
Topic / Session Title	Creating our own contest			Date: 19/05/22	Primera lengua extranjera: inglés		
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function			
Competences	Grammatical	Socio-linguistic	Discourse				
Contents	<ul style="list-style-type: none"> • <i>Vocabulario básico</i>: discoveries and inventions, rooms in a house, materials, and appearance adjectives. • <i>Interrogación</i>: Wh-questions: What, where, how, who. Aux. verbs in questions: to be; to do. • <i>Expresión de la existencia (to be, there is/there are)</i> • <i>Expresión y uso de estructuras sobre la cualidad (very + adj)</i>. • <i>Comprensión de textos orales breves</i> • <i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i> <p>Curricular contents from other subjects</p> <ul style="list-style-type: none"> • <i>Los materiales</i> • <i>Identificación de números naturales menores que 1000</i> 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply basic vocabulary about invention and discoveries, materials, rooms in a house and physical appearance. • Use the existence simple grammatical structure (<i>to be, there is/there are</i>) when talking about their inventions' appearance. • Utilize quality expressions (<i>very + adj</i>) in written activities when talking about their invention. • Correctly apply Wh-questions in oral activities in order to obtain information about their classmates' inventions. • Comprehend the meaning and general ideas in short oral texts • Respect their classmates' opinions, abilities, and capacities 						
Evaluation criteria	<ul style="list-style-type: none"> • To know and use the vocabulary about inventions and discoveries, rooms in a house, materials, and physical appearance when describing their own invention. • Apply in oral activities the grammatical structure of Wh-questions in order to obtain information about their classmates' inventions. • To utilize existence expressions (<i>to be, there is/there are</i>) when talking about their inventions. 						

	<ul style="list-style-type: none"> • Understand what is being said in listening activities when their classmates talk about their inventions. • Show respect for different opinions, abilities, and capacities. 		
Previous knowledge	<p>Students already know vocabulary related to the rooms in a house, as well as materials and physical appearance. In addition, they have already learnt how to formulate Wh-questions.</p>		
Materials	Students' writings, papers, video camera	Spaces	Classroom
Procedures			
Timing	Activities (T / S role)		Grouping
40 min (2 min per person)	<p>During this session, students will have the opportunity to present their invention to their classmates in a contest context.</p> <p>Pupils will use the information that was written during the previous class and supervised by the teacher to explain the use of the invention, its physical appearance, and any other information that they believe it is important to share with the classmates. If students struggle when explaining their invention, the teacher will try to guide them by asking them simple questions previously answered in the writing frame from the previous day, which answers will lead to basic information about the invention. Students will be allowed to use the writing frame completed during the last session in order to ease the oral presentation's process.</p>		Whole group
5 min	<p>PROJECT PRODUCTION</p> <p>Once all the inventions have been presented by the students, the voting process will begin. Each student will have the opportunity to vote for the invention that they liked the most other than their own, writing the invention of the</p>		

	<p>author's name on a small piece of paper. After that, the teacher will do the re-counting in order to officially congratulate the person whose invention was liked the most by his/her classmates.</p> <p>All the writings will be used to create a big mural that will be located in the hallway, taking a picture of this product in order to incorporate it in the final video. By doing this, other students from different classes, as well as teachers and parents will be able to look at the different inventions created by the second-grade students.</p>	Whole group
5 min	<p>EVALUATION</p> <p>Lastly, students will complete the exit slip (see Annex 13.13)</p>	Individually

Unit	15	Lesson	7	Group	Year 2	Time	45 min
Topic / Session Title	Becoming interior designers for a day!			Date:	Primera lengua extranjera: inglés		
Skills	Listening		Speaking		Reading	Writing	
Systems	Grammar		Phonology		Lexis	Function	
Competences	Grammatical		Socio-linguistic		Discourse		
Strategic							
Contents	<ul style="list-style-type: none"> • <i>Vocabulario básico</i>: discoveries and inventions, materials, and appearance adjectives. • <i>Expresión de la existencia (to be, there is/there are)</i> • <i>Expresión y uso de estructuras sobre la cualidad (very + adj)</i>. • <i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i> <p>Curricular contents from other subjects</p> <ul style="list-style-type: none"> • <i>Los materiales</i> • <i>Elaboración de carteles y dibujos simples</i> • <i>El cine de animación como un género del cine</i> • <i>Realización de obras tridimensionales haciendo uso de diferentes materiales</i> • <i>Identificación de algunas máquinas, aparatos e inventos cotidianos más importantes para la vida del hombre y explicación de su utilidad.</i> 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply basic vocabulary about invention and discoveries, and materials when talking about their cinema setting. • Use the existence simple grammatical structure (<i>to be, there is/there are</i>) when talking about their cinema scenario. • Utilize quality expressions (<i>very + adj</i>) in oral activities when describing their cinema scenario. • Respect their classmates' opinions, abilities, and capacities 						
Evaluation criteria	<ul style="list-style-type: none"> • To know and use the vocabulary about inventions and discoveries, materials, and physical appearance when describing their cinema setting. • To utilize existence expressions (<i>to be, there is/there are</i>) when talking about the created scenario. • Show respect for different opinions, abilities, and capacities. 						

Previous knowledge	Students already know vocabulary related to materials and physical appearance.		
Materials	Papers, different Arts and Crafts materials, video camera	Spaces	Classroom
Procedures			
Timing	Activities (T / S role)		Grouping
Not included in English class time	<p>SHOWCASE</p> <p>During some Arts and Crafts sessions, students will create a cinema setting or scenario, either in the hallway or inside the classroom in which they will place different images and handicrafts related to famous inventions and discoveries learnt throughout the different English classes.</p>		Group work
30 min	<p>PROJECT PRODUCTION</p> <p>Once the scenario is finished, students will have to present and shortly talk about the cinema setting created, providing information about the materials that have been used for its elaboration, and the objects and inventions that have been place on it. In order to ease this process, the teacher will provide the students with sentence prompts that could be applied by the pupils when talking about the created scenario (see Annex 13.12). Some of these sentences could be:</p> <ul style="list-style-type: none"> • In this scenario we can find (objects related to inventions such as cars, trucks, mobile phones, cameras, television, alarm clock, etc). • These objects are made of (name of materials, such as paper, cardboard, wool, etc) and we used (scissors, glue, pencil colors, etc) to create them. • The colors that we can see in the scenario are... 		Whole group

	<p>The sentences that will be given to the students can be found in Annex 13.12. In addition to this, some useful vocabulary is also added in this material.</p> <p>The creation process of the scenario, as well as the presentations made by the students will be recorded in order to incorporate some fragments in the final video. If it is necessary, the teacher will help the students by asking them questions so that pupils know what to say in relation to their cinema setting.</p> <p>By participating in this activity, students will have the opportunity to review and apply many terms, and expressions from this unit and also learnt in previous ones, such as quantity and quality expressions.</p>	
10 min	<p>EVALUATION</p> <p>During the last 10 minutes of class, students will complete the self-evaluation (see Annex 13.9) and peer-evaluation templates (see Annex 13.10).</p>	Individually

Unit	15	Lesson	8	Group	Year 2	Time	45 min
Topic / Session Title	Let's submit our video and wait for a response!			Date: 19/05/22	Primera lengua extranjera: inglés		
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function			
Competences	Grammatical	Socio-linguistic	Discourse				
Contents	<ul style="list-style-type: none"> • <i>Comprensión de textos orales procedentes de distintos soportes audiovisuales.</i> • <i>Respeto por los compañeros y sus diferentes opiniones y capacidades</i> • <i>Comprensión de textos sencillos a partir de una carta</i> 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Comprehend the meaning and ideas in short oral texts from the created video. • Respect their classmates' opinions, abilities, and capacities • Understand meaning from a simple letter 						
Evaluation criteria	<ul style="list-style-type: none"> • Understand what is being said based on the created video. • Show respect for different opinions, abilities, and capacities. • Understand meaning by making inferences from a short letter 						
Previous knowledge	X						
Materials	Video, Oscar's statuette, certificates				Spaces	Classroom	
Procedures							
Timing	Activities (T / S role)					Grouping	
	Since this is the last class of the unit, students will have the opportunity to watch the final video created with the photos and short fragments of the different unit's projects that have						

40 min	<p>been made throughout the course. As it was mentioned before, the video will be sent to the author of <i>Martin Morning</i> in order to apply for his casting and try to be the group selected for the movie production. In order to do this, students will write a short letter of application as a whole group, guided by the teacher and signed by all the students. In order to do this, students will follow a writing frame that can be found in Annex 13.11</p> <p>Once the video has been watched, there will be an awards ceremony in which students will receive a Martin's statuette (made during some of the Arts and Crafts sessions) as a memory of this experience, as well as a certificate for their commitment, effort, and participation throughout the year (see Annex 13.7).</p>	Whole group
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RESOURCES	
MATERIAL RESOURCES	<p>Didactic resources:</p> <ul style="list-style-type: none"> -“Martin master of invention” episodes -Inventions flashcards: Annex 13.4 -Writing frames: inventions writing frame (Annex 13.5), sentences writing frame (Annex 13.12) and letter of application writing frame (Annex 13.11) -Self-evaluation template: Annex 13.9 -Peer evaluation template: Annex 13.10 -Hetero-evaluation template: Annex 13.8 -Students’ certificate: Annex 13.7 -Exit slip: Annex 13.13
	<p>Material resources: pieces of paper and long color papers, smart board, whiteboard, computer, colors, markers, post-its.</p>
	<p>Spacial resources: classroom, hallway, Arts and Crafts classroom, gym/playground (for the ADHD students).</p>
HUMAN RESOURCES	<p>Human resources: English teacher, language assistant, auxiliar teacher for the ADHD students (if needed), the Arts and Crafts teacher, and families.</p>

DIVERSITY ATTENTION MEASURES

As it was mentioned in the specific section related to diversity attention measures, there are two second grade students with ADHD, a situation which requires the application of specific strategies in order to respond to their specific needs, demands, rhythm, and preferential learning style.

- Ordinary measures: in order to give response to the diverse pupils' demands, the teacher will provide certain support or reinforcement activities that students will be able to take home in order to expand or keep reviewing the contents learnt throughout the unit. Once they are collected and corrected by the teacher, they will be returned to the students. In addition to this, the language assistant will have time to offer the students a more individualized learning in which students who need it can benefit from different support activities, as well as to provide more complex tasks and exercises for those with a higher learning speed or rhythm.
- Extraordinary measures: the students with ADHD will sit down as close as possible to the whiteboard and the teacher's desk in order to minimize their possible distractions and try to keep their attention as much as possible. Furthermore, with the aim of helping the students focus on their tasks and know what they are expected to do every moment, the teacher will provide them every day with a small paper piece with a list of the activities that are going to take place and its approximate duration. Another strategy that will be applied throughout the course is to keep the students engaged in the activities, assigning them different roles and responsibilities that need to be taken care of to lessen the distraction during the transition time between the different tasks. If it is needed, an auxiliary or support teacher will be inside the classroom to help them, and the reading texts and activities that require the writing, reading and listening skills will be adapted if convenient.

13.4. Flashcards

ALARM CLOCK



ROBOT



TOASTER



COFFEE MAKER



TELEVISION



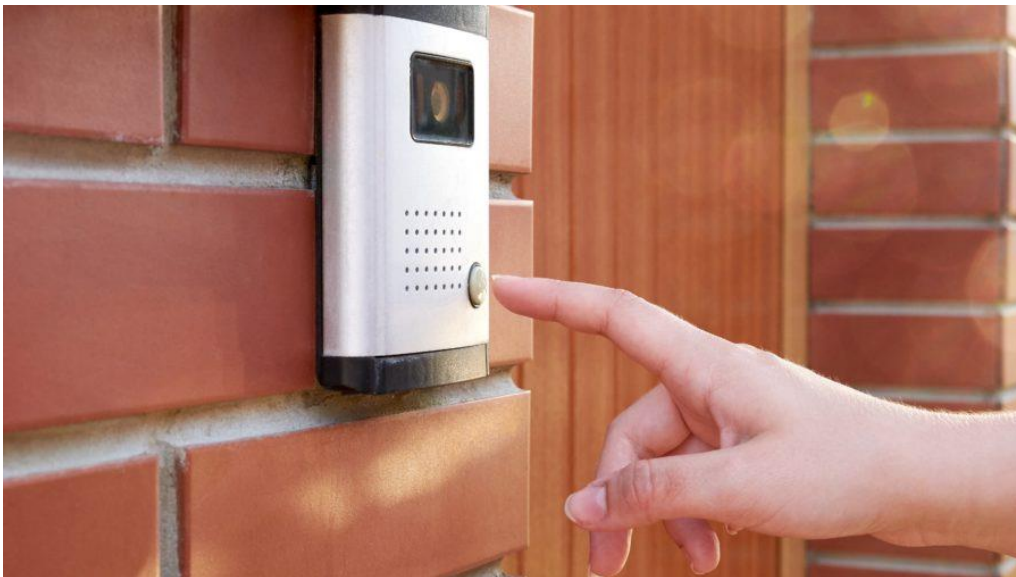
REMOTE



TELEPHONE



DOORBELL



LIGHT BULB



CAR



TRUCK



WHEEL



COMPUTER



13.5. Writing frame

NAME

DATE

TITLE

Use these sentence starters to write your text

My invention can be used for...

My invention is made of...

My invention can be found...

My invention is... (adjectives)

13.6. Completed writing frame

NAME: MARÍA PABLOS

DATE: 04/04/2022

THE MAGIC GLASSES

Use these sentence starters to write your text

My invention can be used for...

Cleaning your glasses when it is raining. They have some type of windscreen wiper attached to each of the glasses. In order to activate them, you will only need to push one button.

My invention is made of...

Plastic, glass, and rag

My invention can be found...

On the nightstand in bedrooms or on your face

My invention is... (adjectives)

Interesting, cool, useful, small, new

13.7. Certificate

Certificate of Participation

This is awarded to

STUDENT'S NAME

for his/her great effort and participation throughout the course

Teacher



School Director

13.8. Hetero-evaluation

Student's name:			
Item	Yes	No	Comments
Knows and applies vocabulary related to inventions and discoveries in writings and oral activities			
Correctly formulates Wh-questions			
Describes cinema setting using expressions such as <i>there is/there are</i>			
Understand the general meaning and the key ideas of the episode "Martin master of Invention"			
Correctly manipulates technological resources and dictionaries to search for information			
Correctly behaves when participating in class.			
Presents his/her tasks and projects in a detailed and accurate manner			
Respects others' opinions, abilities, and capacities			

13.9. Self-evaluation














































	Never	Sometimes	Always
I listen to the teacher's explanations			
I try my best when doing the activities			
I do the assigned tasks			
I share my opinions with my groupmates			
I listen to my groupmates' opinions			
My groupmates listen to my opinions and ideas			

Today I have learnt...

I think I still need help in...

I would like to know more about...

13.10. Peer-evaluation

	Name 1			Name 2			Name 3		
Shares his/her ideas and opinions with others									
Helps others									
Listens to others									
Does the assigned tasks									
Respects others									

 = Never  = Sometimes  = Always
--

13.11. Letter of application writing frame

Class:

MARTIN MORNING

Dear (authors' name),

We are (group), from the school (school's name).
We reach out to you to let you know that we
have already created a video that we want to
send you for your Martin Morning casting.

We are very (adjective) for this opportunity.

We hope you like it.

Thank you in advance.

Best regards,

Students' signatures



13.12. Sentences writing frame

Essay Writing Prompt

Name _____

Date _____

WRITE ABOUT YOUR CINEMA SETTING

In this scenario we can find...

----- (objects
related to inventions such as cars, trucks,
mobile phones, cameras, television, alarm
clock, etc)

These objects are made of...

----- (name of
materials, such as paper, cardboard, wool, etc) and we
use ----- (scissors, glue,
pencil colors, etc) to create them.

The colors that we can see in the scenario are...

13.13. Exit slip

Today I have learnt...

I think I still need help in...

I would like to know more about...

13.14. Syllabus table

UNIT	VOCABULARY	GRAMMAR	CROSS-CURRICULAR CULTURE AND VALUES	SKILLS	PRONUNCIATION	FINAL PROJECT
1- Let's find out who our author is	Ten, twenty, thirty, forty, fifty, sixty, seventy, eight, ninety, one hundred, first, second, third, fourth, sixth, seventh, eighth, ninth, tenth, letters of the alphabet	Quantity expressions Singular and plural	Math: cardinal and ordinal numbers Values: work cooperatively	Reading: identify gist of "20 Hungry piggies" and "Ready, set, 100 th day" Listening: understand meaning from audiovisual texts Speaking: use core vocabulary and quantity expressions Writing: apply quantity expressions when comparing sentences.		Watching of one Martin's Morning episode after figuring out who the writer is
2- Our puppets become the protagonists	His (d), her (d), dad (n), grandma (n), sister (n), brother (n), grandpa (n), uncle (n), aunt (n), mum (n), dad (n), family (n), friends (n), neighbors (n),	Affirmative sentences: yes + tag Possession expressions: I have got (I've got) Modality expressions: <i>capacidad (can); permiso</i>	Arts and Crafts: making puppets Values: helping others	Reading: understand instructions to know what they are expected to do. Listening: recognize key ideas in Martin's speech and the puppet plays	The sound ð (this, that, those, these).	Puppet plays

	this, that, those, these.	<i>(can); obligación (have [got] to; imperative). Possessive determiners: his and her</i>		Speaking: use high frequency expressions in the classroom Writing: elaborate the puppets' play script		
3- A special guest comes to our class	Shiny (adj), hair (n), teeth (n), healthy skin (n), fit (adj), old (adj), young (adj), T-shirt (n), jersey (n), pants (n), shoes (n), socks (n), hat (n), jeans (n), skirt (n), cardinal numbers	Structure of Wh-questions Negative sentences: <i>not, no (Adj.).</i>	Values: respect and acceptance of differences	Reading: comprehend meaning in the story "The Ugly Duckling" Listening: recognize key ideas in the video "Describing People's Appearance and Personality Conversation" Understand meaning in Martin's monologue. Speaking: build simple and short conversations using the core vocabulary and expressions Writing: formulation of	The sound /h/ (hat, his,...)	Dialogue with Martin about him and his life

				Wh-questions using the core vocabulary		
4- Are you ready to be a great detective?	Balloon (n), dinosaur (n), camera (n), dress (n), coat (n), phone (n) umbrella (n), board (n), game (n), watch (n), necklace (n), window (n), wardrobe (n), cap (n), coat (n), book (n), water (n) bottle (n), map (n), sun cream (n), mobile phone (n), backpack (n), notebook (n), scissors (n), glue (n), paints (n), earth (n), clay (n), wool (n), paper (n), wood (n).	Existence expressions: <i>(to be; there is/there are; are there any...?); la entidad (nouns and pronouns, articles, demonstrative s); la cualidad ((very+)Adj.; Is it...?; Are they...?)</i>	Arts and Crafts: decorating the hallway or main entrance Values: contribute to a pleasant work climate inside the classroom Natural Science: materials	Reading: identify gist in the story “Little Pigs Material Story” Listening: understand meaning of the episode “Martin leads the investigation” Speaking: riddles exposition and short conversations about someone’s belongings Writing: elaboration of riddles. Describing objects	The consonant sound /w/ (watch, window, wardrobe, water, wool, wood)	The creation of a cinema scenario creation
5- Let’s talk about our emotions	Happy (adj), sad (adj), hungry (adj), thirsty (adj), angry (adj), tired (adj), see	Likes and preference expressions: <i>I like/I don’t</i>	Values: respect others’ emotions The importance of empathy	Reading: identify genre of three short texts. Identify the key ideas in the story		Shadow theatre

	(v), hear (v), touch (v), smell (v), taste (v), sight (v).	<i>like; I like verb (ing)</i>		<p>“Today I feel silly: And other moods that make my day”</p> <p>Listening: understand the meaning of the video “The Present”</p> <p>Speaking: engage in conversations to communicate likes and preferences using the core vocabulary and expressions.</p> <p>Writing: creating the shadow’s theater script</p>		
6- Martin wants to know about your habits	Biscuit (n), Orange (n), drink (v), cherries (n), crisps (n), grapes (n), eat (v), fruit (n), sweets (n), milk (n), lemonade (n), do exercise (v), go outdoors (v), apple (n), eggs (n), always (adv),	<p>Logical relation expressions: <i>Conjunción (and); disyunción (or).</i></p> <p>Simple present tense</p>	<p>Values: understand other points of view</p> <p>Justify opinions in a peaceful way</p>	<p>Reading: understand meaning of “The adventures of Jenny and Cassie Kitten”</p> <p>Understand others’ double-entry table</p> <p>Listening: understand main ideas in the video</p>	Apply the right Wh- question intonation and pitch when asking questions about others’ habits	Dialogues about the double-entry tables

	never (adv), sometimes (adv), Monday (n), Tuesday (n), Wednesday (n), Thursday (n), Friday (n), Saturday (n), Sunday (n), in the morning, in the evening, and at night.			“Stay healthy, stay fit”. Speaking: use high frequency sentences in the classroom Share their double-entry table with others using the core vocabulary and expressions Writing: creation of the double-entry table		
7- Mimic and guess the action	Play handball (v), do trampolining (v), play rugby (v), do gymnastic (v), play badminton (v), play baseball (v), go swimming (v), do athletics (v), go mountain biking (v), go rowing (v), listen to music (v), write (v), sing (v), draw (v), do sport (v).	Exclamatory sentences: <i>(e.g. I love salad!); How + Adj. (e.g. How nice!).</i>	Values: respect for others’ opinions and capacities	Reading: recognize words by looking for common phonological patterns. Understand others’ brochures Listening: understand meaning in the episode “A sucker for soccer” Speaking: talk about sports and activities using the core	Onsets and rhymes in different words such as in sing, write, and draw.	Time’s up activity

				vocabulary and expressions Writing: create simple brochure about activities and sports		
8- How would be your dream house?	Next to (p), between (p), in front of (p), behind (p), opposite (p), above (p), living room (n), kitchen (n), bedroom (n), bathroom (n), garage (n), garden (n).	Space Expressions: <i>prepositions and adverbs of location, position.</i>	Arts and Crafts: creating simple drawings Values: helping others and work cooperatively	Reading: understand instructions about places and location Listening: understand meaning in the episode “Martin Mighty dragon” Speaking: describe homes and houses Writing: write about the location of rooms inside a house	The sound /ai/ in behind and the /i:/ sound in between.	Drawing of an interior set
9- What do you want to be when you grow up?	Police officer (n) cook (n,v), football player (n), scientist (n), zoo keeper (n), doctor (n), builder (n), waiter (n), farmer (n), teacher (n),	Aspect expressions: <i>puntual (simple tenses); durativo (present continuous); habitual</i>	Values: creating a pleasant working environment e	Reading: look and select the needed information Listening: understand the information provided by other when talking	Contrast between the /u:/ sound such as in football, cook, and /u/ sound (zoo).	Mimic of an occupation and posterior explanation

	build (n), come (n), drink (v), eat (v), get (v), say (v).	(<i>simple tenses [+Adv. eg. always, everyday]</i>).		about occupations. Understand meaning in the video “Story to learn professions” Speaking: formulate Wh-questions to get information about occupations Writing: create a simple text about an occupation following a writing frame		
10- Get the suitcase and let’s go!	Snowing (v), cloudy (adj), windy (adj), sunny (adj), raining (v), summer (n), winter (n), spring (n), autumn (n), hot (adj), cold (adj), now (adv), tomorrow (adv), later (adv), yesterday (adv).	Time-space expressions: <i>divisions (e.g. summer); indications of time (e.g. now, tomorrow); frequency (e.g. sometimes).</i>	Values: respect and tolerance towards other cultures and traditions	Reading: identify the main ideas in simple brochures and postcards Listening: understand meaning in the video “My summer vacation” Speaking: talk about their perfect holiday Writing: create simple postcards. Write about their dream and/or typical vacation	Understand what is being said in different English accents	Carnival day video

11- Let's find the hidden object	Bus (n), car (n), motorbike (n), lorry (n), plane (n), train (n), castle (n), cinema (n), museum (n), station (n), hospital (n), park (n), library (n), shop (n), restaurant (n), swimming pool (n).	Way/manner expressions: <i>Adv. of manner (e.g. slowly, well).</i>	Values: respect to others' abilities and opinions	Reading: understand meaning in the text "Peter Pepper and the Moon's means of transport." Look for information and select the one they need Listening: identify main ideas in the video "Places in a city". Understand simple instructions Speaking: present their writing about the Oscar's statuette. Ask for information about how to go to different places. Writing: write a simple text about the Oscar's statuette	Apply the right pronunciation in tricky words such as in museum, library, and castle when presenting their work.	Oscar's statuette presentation
12- Learning about our bodies	Bones (n), biceps (n), glutes (n), calves (n),		Natural Science: the human body	Reading: understand meaning in the	Regular correspondence between	Martin's figure with bones and muscles labeled

	abs (n), eyes (n), nose (n), tongue (n), iris (n), retina (n), ear (n), brain (n), heart (n), intestines (n), liver (n), lungs (n), stomach (n), skin (n), elbow (n), knee (n), hip (n).		<p>Arts and Crafts: creation of a big Martin's figure</p> <p>Values: respect for others' abilities and opinions.</p>	<p>short story "The bone puzzle".</p> <p>Listening: identify main ideas in the videos "Major organs of the human body" and "The human body song/anatomy for kids"</p> <p>Speaking: talking about our bodies and conversations throughout the unit</p> <p>Writing: label Martin's figure</p>	<p>graphemes and phonemes (in ee (knee) for the /i/, ea for the /e/ sound (heart, ear)</p>	
13- Do you like animals?	Elephant (n), zebra (n), giraffe (n), hippo (n), lion (n), monkey (n), crocodile (n), penguin (n), shark (n), whale (n), eat (v), grass (n), drink (v), sleep (v), tree (n), live (v), group (n), hunt (v), cave (n), ice (n), desert (n),	Simple present tense	<p>Natural Science: animals</p> <p>Values: cooperative work</p>	<p>Reading: understand simple stories and comics about animals</p> <p>Listening: understand the key ideas to identify the animal that is being described. Understand meaning in the episode "Martin</p>	Apply the right pronunciation of the target lexis when reading their comics	Mural about different types of animals

	jungle (n), kangaroos (n), koala (n), jump (v), swim (v), fly (v), snake (n), birds (n), rabbit (n).			talks to the animals” Speaking: describing animals Writing: creating murals and short comics about animals		
14- Let’s take care of our planet	Field (n), sky (n), sun (n), shine (v), moon (n), stars (n), clouds (n), grass (n), tree (n), leaves (n), mountain (n), rainbow (n), river (n), rocks (n), flowers (n), bush (n), lake (n), forest (n), jungle (n), waterfall (n), ocean (n), island (n), water (n), sea (n), sand (n).	Simple present tense	Natural Science: nature Values: helping others. Contribute to a pleasant working environment	Reading: understand meaning in the text “Karen’s tulip garden” Listening: understand what is being said in the video “Nature vocabulary and facts”. Speaking: talking about the core topics and apply present tense expressions in their conversations. Writing: create a mural with sentences about nature, water, plants, and air.	Correctly pronounce the words presented in the mural.	Mural about the four main nature categories (nature, plants, water, and air)

<p>15- Becoming inventors for a while</p>	<p>Alarm clock, robot, toaster, coffee maker, TV, remote, telephone, doorbell, light bulb, car, truck, wheel, computer, living room, bedroom, dining room, kitchen, garage, bathroom, cardinal numbers up to two digits, blue, yellow, green, red, brown, white, black, pink, orange, plastic, metal, wood, wool, paper, scissors, cardboard, interesting, old, new, useful, rare, fascinating, big, small, soft, hard, rounded.</p>	<p>Existence expressions: there is/there are</p> <p>Wh-questions</p>	<p>Natural Science: discoveries and inventions. Materials</p> <p>Arts and Crafts: simple drawing about inventions. Creation of a cinema setting</p> <p>Mathematics: cardinal numbers when voting</p> <p>Values: respect for others' abilities and opinions</p>	<p>Reading: search for information and select the most convenient</p> <p>Understand meaning by making inferences</p> <p>Listening: understand meaning in the video "Martin Master of invention". Understand their classmates' inventions</p> <p>Speaking: present their inventions to others. Formulate Wh-questions.</p> <p>Writing: Writing about their own invention</p>		<p>Casting's video</p>
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