END OF DEGREE PROJECT

CLIL SYLLABUS FOR A MULTIGRADE CLASSROOM

ATTENDING TO DIVERSITY IN MULTIGRADE CLIL CLASSROOMS

CLIL FOR ALL

Doble Degree in Primary and Pre-primary Education
2023-24
Unai Díez Santaolalla
Directed by Magdalena Custodio Espinar

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"Strength lies in differences,

not similarities"

Stephen R. Covey

RESUMEN

Este Trabajo de Fin de Grado consiste en una Programación General Anual dirigida a un aula en una Escuela de Educación Infantil. El aula es un aula multinivel, de centro en un entorno rural, donde la despoblación es una realidad. En este tipo de centros existen aulas en las que se agrupan a los alumnos en clases de diferentes niveles y edades. Como herramienta para afrontar esta realidad, se ha realizado esta Programación Anual desde el enfoque AICLE (Aprendizaje Integrado de Contenidos y Lenguas extranjeras). No es frecuente encontrar en aulas multinivel este enfoque, sin embargo, el AICLE es un enfoque metodológico ideal para atender a toda la diversidad que se puede encontrar en un aula, con edades y demandas cognitivas y lingüísticas diferentes. Para ello es necesario hacer énfasis en el andamiaje empleado para cada actividad y diseñar proyectos que abarquen de forma interdisciplinar los elementos curriculares establecidos por el currículum para que, de manera multinivel, toda la clase sea partícipe en dicho proyecto adquiriendo las habilidades lingüísticas y contenidos programados, dejando claro que a través del enfoque AICLE, se puede llegar a todos y todas, incluso en un aula multinivel. A continuación, se ofrecerá en primer lugar una justificación teórica de todos los enfoques y metodologías que se emplearán más adelante en la programación didáctica, la cuál será el siguiente punto de este trabajo. Esta programación anual incluye tres proyectos y quince situaciones de aprendizaje. Por último, se encontrarán los apéndices con todos los materiales y elementos empleados en el desarrollo de la programación y en una de las situaciones de aprendizaje que ha sido desarrollada.

Palabras clave

Educación Infantil, Programación Anual, AICLE, Aula Multinivel, Atención a la Diversidad

ABSTRACT

This Final Degree Project consists of an Annual Syllabus for a classroom in Pre-primary Education School. The classroom is a multilevel classroom, at a school located in a rural environment, where depopulation is a reality. At this type of schools there are classrooms in which pupils are grouped into classes of different levels and ages. As a tool to deal with this reality, this Annual Programme has been drawn up using the Content and Language Integrated Learning (CLIL) approach. It is not common to find this approach in multilevel classrooms, however, CLIL is an ideal methodological approach to deal with all the diversity that can be found in a classroom with different ages and different cognitive and linguistic demands. It is therefore necessary to emphasise the scaffolding used for each activity and to design projects that cover the curricular elements in an interdisciplinary way so that, in a multilevel way, the whole class participates in the project by acquiring the programmed language skills and content, making it clear that through the CLIL approach, everyone can, even in a multilevel classroom. Next, a theoretical justification is presented to describe the approaches and methodologies used in the annual syllabus, which will be the next point of this work, including three projects and fifteen learning. Finally, the appendices with all the materials and elements used in the development of the syllabus and one of the learning situations can be found.

Palabras clave

Pre-Primary Education, Annual Syllabus, CLIL, Multi-grade classroom, Attention to Diversity

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1. INTRODUCTION

This project is going to be an annual syllabus for the Second cycle of Pre-Primary Education, but not in an ordinary classroom, it is going to be prepared for a multi-grade classroom in a rural area where there are not enough students to have separated grade classrooms. The approach of this syllabus is going to be CLIL (Content and Language Integrated Learning).

The project is going to have two different parts, that are related between them, a first part including all the theoretical framework that is behind the work, where all the methodologies, authors and approaches are going to be analysed, and a second part that consists of fifteen CLIL didactic units designed in a multi-grade classroom for a school year, applying all the theoretical frameworks seen before.

1.1. Justification

The motivation that led me to accept this challenge of making a CLIL Syllabus for a multi-grade classroom is mainly because last year, I had the opportunity to spend four months of the school year as a rural teacher in a school of the Spanish Empty villages of Aragon, where every year population decreases exponentially. There, I was able to grow a lot as a teacher but also as a person. It was very hard for me to adapt to all the multi-grade teaching strategies, but once I understood them, I realised that this kind of classrooms are a treasure.

I couldn't imagine how to use the CLIL approach in a school with such a reality. I have always wanted to be an English teacher, but I have never imagine being an English teacher in a school with students of different ages.

CLIL fits perfectly in this teaching and learning scenario because it will provide students opportunities to explore and understand cultural aspects embedded in subject matter content, fostering the sociocultural competence established by Canale and Swain (1980) and intercultural competence. CLIL will also improve linguistic perspectives due to the regular exposure to the target language, promoting fluency by encouraging students to engage in meaningful communication.

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That is why I decided to accept the challenge an discover how to design a syllabus for a school with these characteristics, analysing its strengths but also the difficulties that we may find.

1.2. Objectives

The main objective of this TFG, is to create a syllabus for a Pre-primary school with a multi-grade classroom, including students form different ages and grades. In this multi-grade classrooms is necessary to use a learner-centred approach, and CLIL is an approach that fits perfectly with this teaching and learning context. This involves the need to attend the huge diversity that we can find in this type of classrooms. In order to cater for this diversity, we are going to use the CLIL approach and to put the focus on the scaffolding and the degree of difficulty of the learning outcomes by designing general learning goals, trying to attend the different levels, and using this situation as a great advantage for the design of likely to attend the different linguistic and cognitive levels of the students.

This proposal is based on the hypothesis that using CLIL as an approach for attending the diversity and the differences of a multi-level classroom is going to be something very useful likely to change the perspective foreign language teaching in this schools.

Due to the experience that I had in a rural school last year for an entire trimester, I will use my experiences and the real context of the school where I was for the elaboration of this TFG. Once finished, I will share it with the teaching staff to know their opinion and, if possible, to implement my proposal.

2. THEORETICAL FRAMEWORK

In this section we will find the theoretical basis and justification of all the fields that we will use in the elaboration of this syllabus. The first thing is to analyse the principles of CLIL, to understand the importance of this approach when learning a foreign language in the society in which we live, and even more so when using it in a context as different and complicated as the rural one.

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Once we have analysed the theoretical bases established by the authors regarding CLIL, we will proceed to understand the reality of rural schools and multi-grade classrooms in Spain, as this is a type of school which is very common in our country but which we often forget about.

Finally, we will go into the different types of diversity that can be found in a multigrade classroom, which is a key element to be able to design and personalise the activities to the maximum, adapting them with the appropriate scaffolding.

2.1. Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is an educational approach that integrates the teaching of content subjects with the teaching of a non-native language. It aims to develop both language proficiency and subject knowledge simultaneously, providing learners with meaningful contexts for language use while engaging with academic content in various disciplines emphasizing authentic language use in meaningful contexts (Coyle, Hood, & Marsh, 2010; Swain & Johnson, 1997)

All the changes that we have in our society has made it necessary to establish objectives and methodologies far from the formal and traditional ones, typical from other times, which were based on vertical and one-way communicative models. As stated by Nieto Moreno and Custodio Espinar (2022), an educational model has been introduced in the recent years, focused on understanding and attention to contextual and individual differences in substitution of a model focused on standards and objective knowledge. Also, these authors point out that the goal of language learning is not to acquire native-like proficiency but to be competent and able to communicate and interact in intercultural contexts.

That is why CLIL is going to be a great approach to attend diversity in a multi-grade classroom, because as stated by the authors Bruton (2011, 1023) and Paran (2013) cited in Pérez-Cañado et al. (2021), CLIL has been found to work very successfully even in the most disenfranchised settings as for example rural contexts or public schools with low socio-economic status.

Furthermore, as Nieto Moreno and Custodio Espinar (2022) stated, CLIL has many things that favour attention to diversity, as the formative evaluation, the teachers' communicative abilities, the scaffolding used and the idea of using a text type or genre as final product.

All in all, the use of CLIL for this syllabus has the main purpose of crating real context learning and communicative situations in the classroom, having as the main aim to reach the communicative competence of our students, not considering the language as an aim, but rather as a useful tool to communicate. CLIL is going to be the tool to break down the walls of diversity in the classroom allowing to face all the differences and attend the different levels and grades.

Integrating content and language learning presents a multifaceted challenge. In response, Coyle et al. (2010) proposed the 4 Cs Framework, which offers a structured analysis of essential components crucial for acquiring content through a second language in a meaningful manner. This framework emphasizes the dual role of language: as a tool for communication and as a vehicle for learning. It comprises four interconnected building components:

- **Content:** Encompassing subject matter learning, acquisition of new knowledge, skills, and understanding.
- **Cognition:** Involving learning and thinking processes, including both Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS).
- **Communication:** Focusing on language learning and its practical application in communication.
- **Culture:** Facilitating the development of intercultural understanding and nurturing global citizenship.
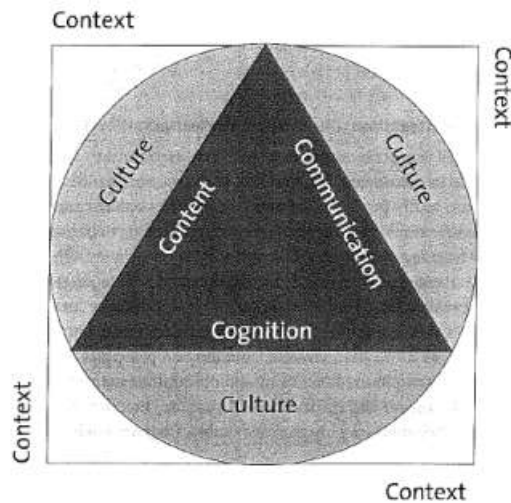
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Figure 1: The 4 Cs Framework (Coyle et al., 2010, p.41)

Each of these components is contextualized within a specific setting, rendering each CLIL program unique in its implementation. This holistic approach underscores the intricate interplay between language and content, highlighting the importance of considering diverse contextual factors in CLIL instructional design and implementation, which is in line with the context of our proposal.

As a conclusion, we can say that CLIL has emerged as a powerful educational approach that integrates the learning of subject content with the acquisition of a second language. This method promotes meaningful learning experiences by immersing students in authentic language use within specific disciplinary contexts. Moreover, CLIL fosters cross-curricular connections, critical thinking skills, and intercultural competence among learners, preparing them for success in an increasingly interconnected world, which is necessary in multigrade rural classrooms.

2.2. Rural schools and multi-grade teaching

Multi-grade classrooms are a reality in Spain, a reality that is often forgotten as we usually find it in rural areas far from the cities. First of all, it would be important to find and state a definition for this "rural" concept, but the truth is that it is very hard and there is no a clear definition to apply for this schools. That is why we

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are going to focus on the definition of "multi-grade classrooms", that are the kind of classrooms that we will find in this kind of schools. According to the UNESCO, a multi-grade classroom is a *"Teaching situation where a single teacher has to take responsibility for teaching pupils across more than one curriculum grade within a timetabled period, in contrast to "monograde teaching" where one teacher is responsible for a single curriculum grade within a timetabled period"* (Little, 2001, 481- 497).

Examining the situation of rural schools in Spain, we can find that that, despite their widespread presence in our country and the fact that, according to the 2020 Report, 78% of children living in rural areas attend these schools, they are significantly forgotten. Besides, not only does it lack a defined identity, but also all educational programmes or laws focus on schools located in ~~large~~ urban areas, without considering these schools with such a small student population and multi-level classrooms. The problem faced is that a homogeneous pedagogical model characterised by a very rigid curriculum and methodology has gradually been developed, which affects the rural school considerably due to its characteristics (Bustos, 2006). Therefore, it is crucial that this school maintains its innovative approach by taking advantage of its environment and its students (Berlanga, 2003).

Considering the particularities of a rural school, it might seem a challenging task to teach in multi-grade classrooms. However, the reality we observe is that it is precisely in these classrooms where real innovation emerges. The need to design activities for students of different ages promotes the development of innovative dynamics that foster cooperative and social skills among students (Domingo, L. and Boix, R. 2019). For example, a widely used resource in the rural environment is the collaboration between different teachers, which allows for a more flexible organisation and an interdisciplinary methodology that adjusts to the real needs of the students (Boix, 1995, 2004).

2.3. Diversity in the multi-grade classroom

Inside a multi-grade classroom there is a wide range of diversity in our students, which is the main cause why this kind of classrooms are the best place to innovate and to go ahead with incredible projects. In most of the schools, when you talk about diversity, you refer to students from other countries or students with

Specific Needs of Educational Attention, but inside a multi-grade classroom, the diversity is going much further, referring to other fields and aspects such as the cognitive or the linguistic diversity.

2.3.1. Cognitive diversity

First, we must talk about the differences in age. As stated in the point before, in multi-grade classrooms, we can find students from different ages and grades. There are even schools with just one classroom of three students, including, for example, one of 3 years old, another of 7 and another student of 12 years old.

When employing the CLIL approach with very young learners, it's crucial to consider their cognitive stage. Piaget (1975) classified young learners into four developmental stages based on various factors:

- **Sensory-motor (ages 0-2):** Children engage with their surroundings through hands-on interaction with objects, leading to a significant expansion of their vocabulary from basic sounds to words. Additionally, their language skills undergo rapid development, as they demonstrate the ability to respond to sequential commands.
- **Pre-operational (ages 2-7):** Children develop language skills while exhibiting egocentric tendencies and engaging in literal and concrete thinking, characterized by pre-causal thought patterns. Furthermore, they demonstrate a limited understanding of time and often display egocentric behaviours.
- **Concrete-operational (ages 7-11):** Children develop logical thought processes alongside the ability to engage in syllogistic reasoning. They become capable of understanding cause-and-effect relationships intellectually and are adept at drawing conclusions based on their observations and reasoning.
- **Adolescence (ages 11-15):** Children demonstrate the capacity for abstract thinking, engaging in both deductive and inductive reasoning processes. They can draw upon past experiences to conceptualize abstract concepts, including the intangible, and exhibit the ability to engage in complex logical reasoning.

Once we have seen the differences between each stage, it is crucial to understand that in a multi-grade classroom, we can have students from 3 different stages, as you enter in Pre-primary Education at the age of 3, and you finish Primary Education at the age of 12.

Furthermore, it is important to state that the age or the grade are not the most important factor when talking about cognitive diversity, the truth is that in every classroom we can find this diversity, having students that understand better the concepts and learn faster and other students that have a slower pace and rhythm.

2.3.2. Linguistic diversity

According to Piaget (1959), mother tongue language development in children follows a series of stages that parallel their cognitive development. He proposed that infants initially engage in sensorimotor exploration, gradually transitioning into the preoperational stage where they develop symbolic representation, including language. Piaget emphasized the role of social interaction and imitation in language acquisition, suggesting that children learn language through active engagement with their environment.

Moreover, he highlighted the importance of accommodation and assimilation, where children adjust their existing cognitive structures to incorporate new linguistic information. Piaget's theories underscore the dynamic and interactive nature of language learning, influenced by both individual cognitive development and social interactions within the child's environment.

On the other hand, to measure the levels in the foreign language, it is used the Common European Framework of Reference for Language (CEFRL), published by the Council of Europe in the 2001, as it is very well explained and organised depending on the ages and the level the learning goals and knowledge that a person must acquire to have each level.

According to different studies and research papers as for example Bialystok, E. (2009), we can find lots of benefits of learning in bilingual classrooms from an early stage of education. Some of them are the next ones:

1. **Cognitive Benefits:** Studies have shown that bilingualism can enhance cognitive abilities such as problem-solving skills, creativity, and critical

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thinking. Bilingual children often demonstrate better executive function, which includes skills like attention control and task-switching, compared to monolingual peers.

2. **Improved Language Skills:** Early exposure to a second language in a bilingual classroom can lead to improved proficiency in both languages. Bilingual children tend to have better vocabulary, grammar, and reading comprehension skills in both languages.

3. **Enhanced Metalinguistic Awareness:** Bilingual children develop a heightened awareness of language structure and usage, as they regularly navigate between two languages. This metalinguistic awareness can support literacy development and language learning strategies.

4. **Cultural Understanding and Appreciation:** Bilingual education promotes cultural diversity and understanding by exposing children to different languages, cultures, and perspectives from a young age. This exposure fosters tolerance, empathy, and appreciation for cultural diversity.

5. **Academic Achievement:** Research suggests that bilingual education can lead to improved academic outcomes across various subjects, including mathematics, science, and social studies. Bilingual children often outperform their monolingual peers on standardized tests and academic assessments.

6. **Enhanced Social Skills:** Bilingual children develop strong communication skills and are often more adept at interacting with diverse groups of people. They may also demonstrate increased empathy and understanding towards individuals from different linguistic and cultural backgrounds.

7. **Long-term Cognitive Benefits:** Bilingualism has been associated with a reduced risk of cognitive decline and dementia in later life. The cognitive

advantages gained from early bilingual education can contribute to lifelong cognitive resilience and brain health.

Overall, the evidence suggests that learning in bilingual classrooms from an early stage of education offers numerous cognitive, linguistic, academic, and socio-cultural benefits for children.

2.4.   Scaffolding strategies

In order to attend the multilevel diversity of the classroom different scaffolding strategies will be used in this syllabus.

First, from the point of view of the cognitive diversity we are going to use the Bloom´s Taxonomy to design different learning goals that can attend all the cognitive levels, dividing them into LOTS (lower-order thinking skills) and HOTS (high-order thinking skills) (Coyle et al., 2010). In this way, the cognitive demand of the activities can be adapted from complex to easy depending on the cognitive level of students.

Also, from the linguistic point of view, the Multimodal Input as defined by Meyer (2010) will help to present the contents and the information in various ways to consider different learning styles and multiple intelligences. This has a lot to do with DUA (Universal Design for Learning), which has the primary objective of providing an educational response to all the diversity present within the classroom, based on strategies through which we offer our students multiple forms of motivation, presentation of information and ways of expressing the knowledge acquired.

The Universal Learning Approach (ULA) is an educational framework designed to ensure that all students, regardless of their background, abilities, or learning styles, have equal access to quality education. The ULA emphasizes the use of inclusive teaching methods, curriculum flexibility, and personalized learning experiences to accommodate diverse student needs. By focusing on individualized support and differentiated instruction, the ULA aims to create a

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supportive and inclusive learning environment where every student can thrive and reach their full potential.

This approach recognizes the unique strengths and challenges of each learner and seeks to address them through tailored strategies and interventions. By promoting equity, diversity, and inclusion in education, the Universal Learning Approach strives to empower all students to succeed academically and socially.

As stated by Dale and Tanner (2012), we can find different types of scaffolding inside the CLIL approach. These three types of scaffolding are the following ones:

1. Reception scaffolding: It helps students to understand and process information from the input.
2. Transformation scaffolding: It helps learners select, change, and organize information into a different form.
3. Production scaffolding: It helps learners produce or create something new with the information they have in order to show their understanding.

Besides, the role of formative assessment is very important throughout the teaching process. According to Sadler (1989), formative assessment plays a crucial role in the educational landscape by providing ongoing feedback to both teachers and students throughout the learning process. Unlike traditional summative assessments that occur at the end of a unit or course, formative assessment is integrated into daily instruction, allowing teachers to gauge student understanding in real-time and adjust their teaching accordingly.

Self-assessment among teachers is vital for professional growth, as it allows educators to reflect on their teaching methods and classroom dynamics. By identifying areas of strength and improvement, teachers can set meaningful goals, refine instructional approaches, and contribute to a culture of continuous improvement within schools. Ultimately, self-assessment empowers teachers to create positive learning environments that support student achievement.

Finally, another strategy is the use of cooperative methodologies, motivating students to work together helping each other regardless their cognitive and linguistic development (Domingo & Boix, 2019). The younger students or the ones who have less cognitive or linguistic development will learn from the older

ones, and the older ones will learn from teaching and showing the smaller ones how to do things. This will also develop in students the feeling of membership.

3. CLIL SYLLABUS

3.1. Contextualization

This CLIL syllabus for a multigrade classroom has been designed in order to be implemented in an Infant and Primary Education school located within a village in the north area of the Community of Madrid.

3.1.1. Socioeconomic and cultural context

This Public Infant and Primary Education School (Colegio de Educación Infantil y Primaria, CEIP, in Spanish) was founded in 1969, and it is located in a rural village in the outskirts of the National Park of Guadarrama, in the Community of Madrid. Its inhabitants, which mainly belongs to the working class, presents a medium-low **socioeconomic and sociocultural level**. The village has an elevated immigration rate, around 90%, mostly from North Africa and Latin-American background. On its surroundings we can find a huge meadow, a small park, and a path that lead to the National Park and all its mountains.

3.1.2. Main characteristics of the school

It is a rural grouped school (Centro Rural Asociado, CRA, in Spanish) that groups the schools of 5 small villages. These schools have all of them less than 20 students each, so most of them have one or two multigrade classrooms with students of different ages and levels. For this syllabus we are going to focus on the students that belong to Pre-Primary level. All the schools together have 56 students, and 19 belong to Pre-Primary level. 9 students present Special Educational Needs.

The classroom in which we are going to focus this syllabus has 18 students, and most of the time is divided into two sub-classrooms with the 6 students of Pre-primary grouped together and the 9 students of Primary Education level grouped together.

Likewise, the school has one main building, with 8 classrooms that where full of students in a past, but nowadays only two classrooms are used, one for primary and the other one for pre-primary. There is no administration or secretary office in this school because they are in the biggest school of the 5 that are grouped. The school is equipped with a library and two computers in each classroom. Both classrooms are well-equipped with digital whiteboards and a small classroom library. The use of this classroom libraries is promoted and encouraged by the **reading program** which is stated in the Educative Project and worked transversally through all the subjects and areas.

3.1.3. Characteristics of the students, teachers and families

The students from Pre-Primary level present a medium-high academic level, among whom there is one student with special education needs. It has 5 years and has autism spectrum disorder grade 1 without accompanying intellectual impairment.

Furthermore, my Pre-Primary group-class consists of 5 students who have emigrate from other countries (4 from Morocco that speak Spanish perfectly and 1 from Colombia). It is also convenient to know that two kids from Morocco in this classroom are brothers.

In this context, the initial step involves understanding my students, paving the way for the implementation of methodological strategies that originate from their centers of interest. This approach aims to achieve a personalized teaching and learning process for each student.

Indeed, as per Gardner (2004), the concept of intelligence is not singular, given that there are multiple intelligences, and each student excels in distinct ways while simultaneously needing areas for improvement. Consequently, my syllabus is designed with the aim of unlocking the complete potential of students. This goes beyond the consideration of mere knowledge, extending to encompass their abilities, skills, and attitudes. Thus, the program is rooted in a competency-based approach, fostering the comprehensive development of students, as defined in the LOMLOE (reference).

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Furthermore, it's essential to consider that my students belong to the NET Generation, born in the digital age according to Tapscott (1998). They exhibit distinct characteristics, such as a penchant for information retrieval, a keen interest in novelty, a preference for visual stimuli, and tendencies towards multitasking and immediacy.

To know in what point my students from Pre-Primary level are, I have collected information from all the documents of the previous years (reports, memory of the center and academic results) as well as the initial evaluation.

It is important also to comment what my role as a teacher will be. I will not only provide information and control my student's behavior, but my role will also be as a mediator, accompanying them during the teaching and learning process, guiding them in the construction of knowledge. I will also transmit them values so that they can become free human beings in this democratic society we belong to. During these ages (Pre-Primary Education stage), it is the moment of life when we have more questions about the world that surrounds us, that is why we must create a space in the classroom to find with them the answer to all those questions. They must be the main character of their own learning process.

Moving on, the families of the students are very important in our center due to the active role they play, collaborating with us in most of the activities and supporting decisions with us. That is why I have also count with them in the elaboration of this syllabus. They can give another perspective of the learning process and the activities and projects we do. For example, the families that come from Morocco have many difficulties with the Spanish language and this has been taken into account.

Likewise, the school has 5 tutor teachers (one for each village), two foreign language specialists (English), one music specialist, one Physical Education specialist, one religion specialist, two Therapeutic Pedagogy teachers (PT), one Speech Therapist teacher (AL), a Community Service Technical teacher (PTSC) and a counselor. All the teachers and specialists will coordinate to achieve the same goals and create a communicative relationship between all of them.

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3.1.4. Communicative context

In this center, the teaching of foreign languages is based in the **Communicative Approach**, trying to achieve our students **Communicative Competence**, being able to communicate efficiently letting them know that the main aim is not the language on its own, but to be able to communicate for real purposes. I will work in class the four basic skills, following the correct order, in the same way as mother tongue is acquired.

For the teaching of the foreign language, I will use authentic materials to transform the classroom in a real context and learning situation.

The **Common European Framework of Reference (CEFR)** for foreign language learning delineates various stages of communicative competence development in a particular language. These stages are contingent upon the students' capacity to execute a range of communication tasks, each serving a communicative purpose within specific contexts.

Additionally, my commitment involves instilling positive and welcoming attitudes towards diverse languages and cultures. I will actively contribute to values education and the cultivation of key competencies, placing special emphasis on linguistic proficiency.

3.2. Regulations for bilingual education

In this part, we are going to mention the different references that we can find in the Royal Decree and in the Community of Madrid to CLIL.

On the one hand, the Order 1120/2022 of the Regional Ministry of Education of the Community of Madrid regulates the extension of the Spanish-English Bilingual Programme to the Second Cycle of Infant Education in all public bilingual schools in the region. According to this order, the programme starts in the first year of Infant Education and is gradually extended to all levels until it covers both Infant and Primary Education.

On the ither hand, the Order 5958/2010 regulates the operation of public bilingual schools in the Region of Madrid.

In order to implement the bilingual programme, the project must be approved by the teaching staff and the School Council, with the majority support of the educational community, which guarantees their commitment and participation.

In bilingual schools, the area of Foreign Language (English) and other areas are taught in English up to 30% of the total teaching time. Teachers who teach in English must have the corresponding linguistic qualification to hold bilingual posts in public and state-subsidized private schools in the Region of Madrid.

3.2.1. Objectives

Stage objectives are defined as the learning results that are aimed to achieve in students because of the teaching activity. The objectives that I have considered within my Didactic Program are those established in the Decree 36/2022, which have been ordered and adapted to the context of the school in order to establish the objectives of this Didactic Program. The general stage objectives for this CLIL syllabus are the following:

a) To know their own and other people's bodies and their possibilities of action, and to learn to respect differences.

learn to respect differences. Acquire an accurate self-image.

b) To observe and explore their family, natural and social environment.

c) Initiate in the knowledge of science.

d) To progressively acquire autonomy in their habitual activities.

e) To develop skills related to emotions and affections.

f) To relate to others on an equal footing and acquire guidelines for coexistence and relationships, as well as learning to put oneself in the place of others and to resolve conflicts, avoiding any kind of violence.

g) To develop communication skills in different languages and forms of expression.

h) To approach and initiate the learning of a foreign language.

i) To initiate in logical-mathematical skills, in reading and writing, and in movement, gesture and rhythm.

j) To promote and develop the social norms that foster equality between men and women.

It is important to note that these objectives are also included in the Royal Decree 95/2022, as there are two levels of implementation. The objectives between the Decree and the Royal Decree are the same except for two that have been added in the Decree of the Community of Madrid, which are objectives c) and h).

3.2.2. Contents

In this section, an outline of the contents that will be taught throughout the syllabus is presented (Annex 1). These contents allow for the achievement of the objectives proposed in the previous section. They are divided in the three areas of knowledge according to the Decree 36/2022.

3.2.3. Specific competencies and assessment criteria

The term "competence" refers to the ability to effectively address various challenges by integrating practical skills, knowledge, motivations, attitudes, and other components. Competency-based learning is characterized by its interdisciplinary and dynamic nature, emphasizing holistic development. It's vital to create contextualized learning environments aligned with students' interests to ensure competency development beyond mere content acquisition. This involves fostering students' abilities, skills, and attitudes for comprehensive individual growth.

These specific competences have been obtained from the Decree 36/2022, and each one has its own assessment criteria to achieve it. The Key Competences and assessment criteria are presented in this section (Annex 2).

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3.3. Methodology

The didactic methodology is the set of strategies, procedures and actions organized by the teacher in order to facilitate student learning during the teaching-learning process. It has to be developed in a conscious and reflective manner with the purpose of developing students' learning and facilitating the achievement of the proposed competences and objectives.

Firstly, I have elaborated the Syllabus considering the diversity of my students and allowing their access to the educational process, based on methodologies that consider the different rhythms, language proficiencies and learning styles of my students as stated in the theoretical framework. With these methodologies I will favour the ability to learn by themselves promoting teamwork, as set out within the guidelines of the **Universal Design for Learning (DUA).**

Another methodology that I will use within my classroom will **be Cooperative work methodology** as it fosters an environment where students actively engage in collaborative learning experiences (Johnson and Johnson, 1994). By working together in groups or pairs, students can leverage their diverse perspectives, skills, and knowledge to solve problems, complete tasks, and achieve shared learning goals. This is something very important in a multigrade classroom due to the characteristics off the groupings and the number of students. Cooperation is going to be the basis of every activity or lesson.

This approach not only promotes teamwork and communication skills, but also encourages critical thinking, creativity, and empathy. Through cooperative learning activities such as group discussions, peer teaching, and project-based tasks, students develop a deeper understanding of the subject matter while honing their interpersonal skills.

Additionally, cooperative work methodology cultivates a sense of belonging and mutual support among students, creating a positive and inclusive learning community where everyone can thrive academically and socially.

Furthermore, to attend the different cognitive levels and demands in a multi-grade classroom, the **Box Learning Methodology** is used at this school. This is a methodology very similar to **Project Based Learning** (Mettas 2008) that allows

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students to work in activities and contents adapted to their level. For each project, we start with a box that will contain all the materials, realia, worksheets, and books that will be used for the following weeks. Each box will have a final project following the CLIL approach and will also focus on working contents in an interdisciplinary way.

At the beginning of each box, we will start with a Thinking Routine to guess and predict the topic and the contents of the box. Then, once they know what topics, we will fill in a table with things we already know, things I would like to know, and at the end of the box we will revise this table and see if we have learnt all those things or not.

3.4.   Other projects and school plans

First, it is important to acknowledge that, in accordance with the Decree 61/2022 dated July 13th, as outlined for the Community of Madrid in relation to the planning and curriculum of the pre-primary education stage, educational institutions, exercising their autonomy, will elaborate and supplement the curriculum. This specification becomes an integral part of the Educational Project, a document that outlines the identity of the educational institution, considers the values, objectives, and priorities established by the School Council, and includes the curriculum specification once it is formulated and approved by the Teaching Cloister, as stipulated in Article 121 of the LOE-LOMLOE.

Moreover, I have considered it crucial to analyse the indicators of identity delineated in the Educational Project. These indicators will serve as a reference for various aspects of school life, encompassing the Syllabus, the structuring of coexistence, participation, and operation, the interactions with the surrounding environment, and the processes of evaluation, training, and innovation employed to enhance the community.

In this way, these are the relevant aspects of the Educative Project of my school that will serve as a reference for this programming:

- **Education with a Sustainable Approach**, working with the Sustainable Development Objectives (ODS in Spanish) from the 2030 Agenda as

reference in all aspects of the Educative Project, as it is stated in the LOE-LOMLOE focusing on the Objectives 4 and 5 guaranteeing an inclusive, equitable and quality education, promoting lifelong learning opportunities, as well as achieving gender equality and the empowerment of all women and girls.

- **Education in values**, that allow progress in the humanization process, making our school a safe place addressing coexistence from a positive, educational, preventive and community approach.

- **Educational Inclusion**, my institution integrates the strategies outlined in the *"Plan Incluyo"* (replacing the Diversity Attention Plan). This integration is conceived as a dynamic process and a responsive initiative to address diversity collaboratively, guided by the principles of Universal Design for Learning (DUA in Spanish). This didactic approach has the primary objective of attending and providing an educational response to all the diversity present within the classroom, based on strategies through which we offer our students multiple forms of motivation, presentation of information and ways of expressing the knowledge acquired.

- **Education through ICT´s and Reading Program**, having in our school the goal of developing the school´s Digital Strategy (Estrategia Digital de Centro, EDC, in Spanish). The main aim is to achieve digital competence of students and teachers through the lines of action defined and specified in this strategy, which emphasizes didactic methodologies and digital inclusion. All these lines are integrated in the Educational Project, as promoted by LOMLOE (article 121).

- **Education in key competences** that enable individuals to coexist with others and actively participate in democratic citizenship. This is achieved through the resolution of meaningful and relevant learning situations. The key competences stated in the LOMLOE are the following ones:
a) Competence in linguistic communication.
b) Multilingual competence.

c) Mathematical competence and competence in science and technology.

d) Digital competence.

e) Personal, social and learning to learn competence.

f) Citizenship competence.

g) Creative competence.

h) Cultural competence.

4. PROJECTS/LEARNING BOXES

In this Syllabus we are going to divide the course into three projects, one for each trimester. Each box will work contents from one area and will have a final product. During the curse we will have fifteen Learning Situations, five for each project.

A learning situation is a dynamic and interactive context designed to promote holistic development, curiosity, and joy in the learning process of our young learners. These situations are carefully planned by educators to create engaging and meaningful experiences that support children`s cognitive, emotional, and physical growth.

Also, it is important to say that these learning situations will be guided by the principles of **Universal Design for Learning (DUA in Spanish)**. This didactic approach has the primary objective of attending and providing an educational response to all the diversity present within the classroom, based on strategies through which we offer our students multiple forms of motivation, presentation of information and ways of expressing the knowledge acquired.

4.1. Project 1: My emotional world

Content area: Área 1, Crecimiento en Armonía

Level: Pre-primary Education, 2nd cycle, 3-4-5-year-old students

Timing: 3 months, 2 sessions per week

Description (aim): Students identify and comprehend the complexity of the different human emotions, working them in a manipulative way, close to their environment and the feelings they experience in their daily life.

Final product: My Emotional Diary

Learning situations:

1. Colours around us.
2. Home is where the heart is.
3. Mi calm place.
4. I see you.
5. My emotional diary.

LEARNING SITUATION 1. COLOURS AROUND US

Objectives: The objectives of this learning situation are to have a first contact with the emotions through an engaging story that will allow students to identify the primary emotions.

Grouping: Along this learning situation, students will work in different groupings whole group and groups of 4 students.

Challenge/Contextualization: Students will be able to identify the different emotions that the monster has, connecting these emotions with the different primary colours.

We enter in our classroom one day and we find out a kind of figure of a monster with a mixt of colours on his skin and a letter asking for help. He is a monster that used to change colour depending on the emotions he feels, but today he woke up with a mixture of colours and he felt in a very strange way. Let's help the Colour Monster to understand what is happening to him!

Authentical resources: In this case, the authentical resources are the emotions, being something untouchable and intangible, but likely to be identified in the monster by using colours.

Product: Colour Monster Puppet Theatre

Benefits: To know oneself better, recognising primary emotions and encouraging self-care and mental health.

CONTENT

Content:	The key competences:
• Basic emotions classification. • Colours and textures. • Mental health and self-care. ✓ **Language content 1**: Emotional Diary (Descriptions I)	• Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** • Positive self-image and acceptance of one's own possibilities and limitations. • Identification of and respect for differences. • Tools for managing emotions: identification, expression, acceptance and control of one's own emotions, feelings, experiences, preferences and interests. • Strategies to develop self-confidence, recognition of one's own possibilities and respectful assertiveness towards others. • Qualities or attributes of objects and materials. Colour • Interpersonal communication: empathy and assertiveness. • Affective and playful links with literary texts. Creative participation in language games and dramatization of literary texts for fun and learning. • Approach to the foreign language. Elements for basic functional communication.

COGNITION

Learning goals	Learning outcomes (standards)
1. **Declarative knowledge:** - **To identify** the basic emotions. - **To find differences** amongst the basic emotions. - To **identify** the main colours. 2. **Procedural knowledge:** - To **analyse** different emotions according to a colour code presented in the Colour Monster puppets.	1.1. SS **point/list/describe** the different emotions. 1.2. SS **point/list/ compare** the differences between primary emotions. 1.3. SS **point/drill/list** the main colours. 2.1. SS **identify** the different emotions of the Monster throughout the story and the different colours that he has.

	2.2. SS **compare** with a graphic organizer the different emotions that the monster has with its emotions to use it as a visual aid and understand it better.
	2.3. SS **colour/create** the Monster Colour puppets with the different colours and textures that they have seen.
3. Metacognition: - To **assess** the project using a checklist and identifying the different emotions we had during the different activities.	3.1. SS use a checklist to **assess** themselves and their classmates during the project and the feelings they have had during the activities.
4. Language: - To **describe** the emotions for the story of the Colour Monster.	4.1. SS **describe** each emotion during the story of the Colour Monster, using the puppets to represent it.

CULTURE

<u>Learning goals</u>	<u>Learning outcomes (standards)</u>
• To know about mental health and mindfulness.	• Ss list characteristics and facts of the mental health and different exercises or activities to work the mindfulness.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Emotions (happiness, sadness, surprise, anger, disgust, fear)
- Colours (red, yellow, green, blue, purple, white)

Language content for descriptions:

✓ **Grammar:**
- Present simple to be (I am, you are, he/she/it is, we are, you are, they are)
✓ **Lexis:**
- Adjectives (Happy, disgust, sad, surprised, afraid)

Connectors:

- And

<u>Evaluation criteria</u> (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Show feelings of personal security when participating in games and in different situations of everyday life, trusting in their own possibilities and showing initiative.
- Identify their needs and feelings, adjusting the control of their emotions.

- Carry out activities related to self-care, care for the environment and with an attitude of respect.
- Manage situations, difficulties, challenges or problems by planning sequences of activities, showing interest and initiative and working with peers.
- Participate in projects using group dynamics, sharing and valuing own and other people's opinions, expressing personal conclusions from them.
- Express and communicate emotions, needs, feelings and experiences, using communicative strategies and taking advantage of the possibilities offered by different languages.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, mini-whiteboards.*
- *Students' checklist to evaluate their descriptions.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, the attention to diversity has been focused on the capacity to describe the different emotions and colours. Students from 3rd grade will be able to describe and explain the emotions they feel or that the monster feels. Smaller students will just point and list these emotions. With colours, old students can be asked to list or say the colours, but smaller ones will be asked just to point and drill.

LEARNING SITUATION 2. HOME IS WHERE THE HEART IS

Objectives: The objectives of this learning situation are to distinguish all those things and situations that make us feel safe and happy

Grouping: Along this learning situation, students will work in different groupings whole group and pairs.

Challenge/Contextualization: Once that we have helped the Colour Monster, he told us that in our classroom he feels as in his home. We think about this sentence and its meaning to understand it. Once we understand it, we decide that we are going to learn one of the most powerful skills that you can acquire, that is to distinguish what we can and cannot consider our "home".

Authentical resources: In this case, the authentical resources are the emotions, being something untouchable and intangible, but likely to be identified in the monster by using colours. Also. All those places where we are feel as we were at home.

Product: Poster of your safe places

Benefits: To know oneself better, recognising those things that make us feel happy to help how to deal with difficult situations.

CONTENT	
Content: • Mental health and self-care. • Self-esteem • Problem solutions • Good habits ✓ **Language content 2**: Emotional Diary (Descriptions II)	**The key competences:** • Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** • Positive self-image and acceptance of one's own possibilities and limitations. • Strategies for help and collaboration in play contexts and routines. Offering and requesting help for self and others. Appreciation of the helpful attitude of others. • Strategies to develop self-confidence, recognition of one's potential and respectful assertiveness towards others. and respectful assertiveness towards others. • Basic needs: manifestation, regulation and personal control. • Tackling difficulties, challenges and problems with interest and initiative, using the sequencing of activities. • Propose different solutions or strategies in the resolution of challenges, listening and respecting the opinions of others. • Approach to the foreign language. Elements for basic functional communication. • Positive attitude towards the foreign language • Comprehension of the main idea of simple oral texts, in foreign language, in common classroom situations and when speaking on familiar and predictable topics. • Speaking in a foreign language: acquisition of basic vocabulary. • Comprehension and formulation of simple messages, questions and orders.

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COGNITION	
Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:** - **To identify** good habits and routines. - **To find differences** good and bad habits. - To **recognise** that people in which we can trust and feel safe.	1.4. SS **point/list/describe** good habits or routines for our life. 1.5. SS **point/list/ compare** the differences between good habits and bad habits. 1.6. SS **point/drill/list** the people, friends or members of our family in which we can trust.
2. **Procedural knowledge:** - To **draw** a Safe Poster with those places and people that make us feel as home.	2.4. SS **identify** the different situations or places where they feel happy or safe. 2.5. SS **compare** with a graphic organizer the differences between good habits and bad habits. 2.6. SS **colour/create** the Safe Poster with those places where they feel happy or safe and **present** it in class.
5. **Metacognition:** - To **assess** the project using a checklist and identifying the different emotions we had during the different activities.	3.1. SS use a checklist to **assess** themselves and their classmates during the project and the feelings they have had during the activities.
6. **Language:** - To **describe** a place or people that make us feel happy or safe.	4.1. SS **describe** the Safe Poster done in class with the people or the places where they feel safe and happy. In this description they may use pictures or videos to support as visual aid.
CULTURE	
Learning goals	**Learning outcomes (standards)**
• To know about self-esteem.	• Ss list characteristics and skills that make them unique and different from the rest of the people.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Emotions (happiness, sadness, surprise, anger, disgust, fear)
- Colours (red, yellow, green, blue, purple, white)
- Family members (sister, brother, mom, dad, grandparent and grandmother)

Language content for descriptions:

✓ **Grammar:**
- Present simple to be (I am, you are, he/she/it is, we are, you are, they are)
- Present simple to like (I like, you like, he likes)

✓ **Lexis:**
- Adjectives I (Happy, disgust, sad, surprised, afraid)
- Adjectives II (Big, small, calm, beautiful, funny, sweet)
- Hobbies (football, reading, swimming, dancing, travelling)

Connectors:

- And

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Manifest feelings of personal security when taking part in games and in the in games and in different situations of everyday life, trusting in one's own possibilities and showing initiative.
- Identify and express their needs and feelings, adjusting the control of their emotions.
- Offer and ask for help in everyday situations, valuing the benefits of cooperation and help.
- Carry out activities related to self-care, care of the environment and with an attitude of respect.
- Participate actively in activities related to reflecting on the social norms that regulate the coexistence and promote values such as respect for others.
- Manage situations, difficulties, challenges or problems by means of planning sequences of activities, showing interest and initiative and working with of interest and initiative and working with their classmates.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, mini-whiteboards.*
- *Students' checklist to evaluate their descriptions.*
- *Emotive Thermometer of self-assessment.*

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ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this Learning Situation, older students will use more adjectives and more complex sentences in their descriptions. Younger students will have more scaffolding, and they will just drill or point very simple vocabulary focusing on the family members they can trust in their daily life.

Also, we are going to use peer support, so old students will help younger ones with those skills that they don´t know yet. At the end, this is going to be one of the best techniques and the biggest advantage of multigrade classrooms.

LEARNING SITUATION 3. MY CALM PLACE

Objectives: The objectives of this learning situation are to recognise and identify those moments when we need to relax or calm.

Grouping: Along this learning situation, students will work in different groupings whole group and groups of 4 students. Also, there will be different moments where students work individually.

Challenge/Contextualization: Our friend the Colour Monster today sent us a voice recording, telling us that he feels very angry with his friend because he didn't invite him to his birthday. He explains us that he feels like fire inside him and that he doesn't want to do nothing because of his anger. Our mission is to help him to be calm and relax.

Authentical resources: Books of their daily life and materials that make students feel calm.

Product: Calm Corner in the Classroom

Benefits: To know oneself better, recognising stress and anger situations that makes us feel bad. Also to work on mindfulness and relaxing activities to calm down in those moments.

CONTENT

Content:
- Problem-solving
- Colours and textures.
- Mental health and self-care.

✓ **Language content 3***:* Procedural description (Descriptions III)

The key competences:
• Linguistic communication
• Digital competence
• Learn to learn
• Social and civic competences
• Cultural awareness and expressions
Contribution to specific competences
- Positive self-image and acceptance of one's own possibilities and limitations.
- The senses, their functions and their stimulation. The body and the environment: spatial references in relation to one's own body.
- Active control of tone and posture according to the characteristics of objects, actions and situations.

	• Autonomy in carrying out tasks and regulating one's own behavior. Elementary habits of organization, perseverance, attention, concentration, initiative and effort in one's own activity.
• Tools for the management of emotions: identification, expression and acceptance and control of one's own emotions, feelings, experiences, preferences and interests.
• Acceptance of errors and corrections: manifestations of overcoming and achievement, control of frustration, error as a learning opportunity.
• Basic needs: manifestation, regulation and personal control.
• Approach to the foreign language. Elements for basic functional communication.
• Positive attitude towards the foreign language
• Comprehension of the main idea of simple oral texts, in foreign language, in common classroom situations and when speaking on familiar and predictable topics.
• Speaking in a foreign language: acquisition of basic vocabulary. Comprehension
• and formulation of simple messages, questions and orders.

COGNITION

Learning goals	Learning outcomes (standards)
1. **Declarative knowledge:** - **To identify** stress situations. - **To know** the different senses. - To **recognise** differences among the five senses. 2. **Procedural knowledge:**	1.1. SS **point/list/describe** stressful situations of our daily life. 1.2. SS **point/list/ compare** the differences between the five senses. 1.3. SS **point/drill/list** the five senses. 2.1. SS **identify** the different situations of their daily life where they can feel anger or stress.

- To **use** a calm corner with different stimulus and objects to work the 5 senses and relax while auto stimulating.	2.2. SS organize a corner of the classroom with books, materials and textures to **use** It when we feel stress. 2.3. SS **colour/create** gadgets and materials for the Calm, relating the textures and the colours that they already know.
3. Metacognition: - To **assess** their role and feelings using an emotion target pointing how they have felt.	3.1. SS use an emotion tagrget to **assess** themselves during the project and the feelings they have had during the activities.
4. Language: - To **describe** step by step how to create a relaxing bottle or a fidget toy for the Calm corner.	4.1. SS sequence step by step how to use the materials to create a relaxing bottle to relax in those stressful moments.

CULTURE

Learning goals	Learning outcomes (standards)
• **To know** about mental health and mindfulness.	• Ss **list** exercises or elements that can help to avoid stressful situations. • Ss **relate** the exercises or elements with the situations to go back to calm.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Emotions (happiness, sadness, surprise, anger, disgust, fear)
- Colours (red, yellow, green, blue, purple, white)
- Family members (sister, brother, mom, dad, grandparent and grandmother)
- Senses (sight, hearing, smell, taste, touch)

Language content for descriptions:

   ✓ **Grammar:**
- Present simple to be (I am, you are, he is)
- Present simple to like (I like, you like, he likes)

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- Connectors of sequence (First, second, third and finally)

   ✓ **Lexis:**
- Adjectives (Happy, disgust, sad, surprised, afraid)
- Hobbies (Football, reading, swimming, dancing, travelling)
- Textures (smooth, fluffy, rough)

Connectors:

- And

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Show knowledge and control of the body, adapting their actions and to each situation, exploring their motor and perceptual possibilities and progressing in precision.
- Express emotions and feelings, tending towards the gradual acquisition of emotional and gradually acquiring awareness and affective and emotional management, incorporating adequate resources to express and channel them.
- To face small adversities, showing attitudes of self-improvement, asking for and giving help.
- Taking care of the body and acquiring personal care habits that help to maintain adequate physical and mental health.
- Manage situations, difficulties, challenges or problems by planning sequences of activities, showing interest and initiative, and working with peers.
- Manage frustration in the face of difficulties or problems by applying different strategies.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, thumbs up thumbs down.*
- *Students' checklist to evaluate their descriptions.*
- *Emotions Target in order that students assess their process along the activities.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, the attention to diversity has been focused on the capacity to describe the different objects and procedures followed to create the Calm Corner. Students from 3rd grade will be able to describe and explain the steps in a more complex way. Smaller students will just point and list the steps and the textures of the objects.

Another important scaffolding that we are going to use in these lessons is going to be the support of a Language Assistant. Many times the age do not determine the cognitive level of the students, so the support and the scaffolding will be bigger to those with more difficulties.

LEARNING SITUATION 4. I SEE YOU

Objectives: The objectives of this learning situation are to produce and imitate different emotions identifying and recognising them in others.

Grouping: Along this learning situation, students will work in pairs mixing ages, to favour the scaffolding. They will also work individually in different activities.

Challenge/Contextualization: We remember how our Colour Monster had a mixture of colours the other day. Many times, we don't know very well what we feel inside us, so our mission for today is to learn how to identify the emotions that we have seen in our friends and in ourselves.

Authentical resources: In this case, the authentical resources are the emotions, being something untouchable and intangible, but likely to be identified in the monster by using colours.

Product: Emotional Dictionary

Benefits: To recognise and identify emotions and feelings in others.

CONTENT

Content:	The key competences:
- Basic emotions - Parts of the body ✓ **Language content 4**: Emotional Diary (Descriptions IV)	• Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** - Tools for managing emotions: identification, expression, acceptance and control of one's own emotions, feelings, experiences, preferences and interests. - Discovery of the environment, showing attitudes of interest, curiosity, imagination, creativity and surprise in getting to know it. Establishment of affective bonds, the feeling of belonging and appreciation of all the elements that make up the environment. - Strategies for the construction of new knowledge: relationships and connections between what is known and what is new, and the and the new, and between previous and new experiences; relationships with adults, with peers and with adults, with peers and with the environment. - Linguistic repertoire. Set of linguistic elements of each learner: phonemes, words, constructions, registers and

	varieties, words, constructions, registers and linguistic varieties. • Approach to the foreign language. Elements for basic functional communication. • Positive attitude towards the foreign language • Comprehension of the main idea of simple oral texts, in foreign language, in common classroom situations and when speaking on familiar and predictable topics. • Speaking in a foreign language: acquisition of basic vocabulary. Comprehension and formulation of simple messages, questions and orders.
COGNITION	

Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:** - **To identify** different facial expressions and behaviours. - **To compare** between the basic emotions and their meanings. - To **recognise** parts of the body that are key for the dramatizations.	4.1. SS **point/list/describe** facial expressions and behaviours. 4.2. SS **point/categorize** emotions depending on their characteristics. 4.3. SS **point/drill/list** the five emotions seen in class.
2. **Procedural knowledge:** - To **dramatize** different emotions with face expressions and behaviours and **elaborate** an Emotion Dictionary with all the emotions learnt and the definitions.	4.1. SS **identify** the different emotions that their classmates represent with dramatizations. 4.2. SS **colour/create/write** the emotion dictionary to collect all the emotions worked in class.
3. **Metacognition:** - To **assess** their role in the activities and the sessions with a thumbs-up and thumbs-down activity answering to questions of the teacher.	3.1. SS use their body to **assess** their role by pointing up or down with their thumbs depending on how they felt during the activities.
4. **Language:**	4.1. SS **colour/point/write and define** the emotions they observe in their classmates and themselves

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- To **describe** the emotions of other and oneself**.**	

CULTURE

Learning goals	Learning outcomes (standards)
• To know about empathy and the feelings of others	• Ss interpret by the behaviours and the reactions of others their feelings.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Emotions (happiness, sadness, surprise, anger, disgust, fear)
- Colours (red, yellow, green, blue, purple, white)
- Family members (sister, brother, mom, dad, grandparent and grandmother)
- Senses (vision, hearing, smell, taste, touch)
- Parts of the body (eyes, mouth, head, shoulders, hands)

Language content for descriptions:

✓ **Grammar:**
- Present simple to be (I am, you are, he is)
- Present simple to like (I like, you like, he likes)
- Connectors of sequence (First, second, third, finally, and, but)

✓ **Lexis:**
- Adjectives (Happy, disgust, sad, surprised, afraid)
- Hobbies (Football, reading, swimming, dancing, travelling)
- Textures (smooth, fluffy, rough)

Connectors:

- And
- But

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- To progress in the knowledge of their body by adjusting actions and reactions and developing balance, sensory developing balance, sensory perception and coordination in movement.
- To show feelings of personal security when participating in games and in different in games and in the different situations of everyday life, trusting in their own in one's own possibilities and showing initiative.
- Reproduce behaviours, actions or situations through symbolic play in interaction with peers.

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- Actively participate in activities related to reflection on the social norms that regulate daily life on social norms that regulate coexistence and promote values such as respect for others.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, mini-whiteboards.*
- *Students' checklist to evaluate their descriptions.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

With the activity of dramatizing emotions, there will be no difference between students because all of them will try to do it.

The product of this learning situation will be a dictionary of emotions made together. For this, the participation and help of everyone will be key, with the roles being different depending on the level of each student. The younger ones will help by pointing out the different emotions, cutting out and colouring expressions to associate with the emotions that the older ones will research, define and write down. The layout and cover will be done by everyone.

Students with more difficulties will have a small poster with all the drawings and words written to make them easier this project. Older students won't have this scaffolding as they will be able to do It without it.

LEARNING SITUATION 5. MY EMOTIONAL DIARY

Objectives: The objectives of this learning situation are to identify and recognise the different emotions that we can feel every day, as a routine of self-care and developing out emotional intelligence.

Grouping: Along this learning situation, students will work in individually.

Challenge/Contextualization: Now that we are experts in emotions and mind-fullness, the Colour Monster has a mission for us, that is to write a diary to monitor the emotions that we have every day. This will be a routine that will help us to feel better with our selves.

Authentical resources: In this case, the authentical resources are the emotions, being something untouchable and intangible.

Product: Emotional Dictionary

Benefits: To begin to know oneself better, recognising the primary emotions and encouraging self-care and mental health.

CONTENT	
Content: • Basic emotions • Colours • Time descriptors • Geometric figures ✓ **Language content 5**: Emotional Diary (Descriptions V)	**The key competences:** • Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** • Tools for managing emotions: identification, expression, acceptance and control of one's own emotions, feelings, experiences, preferences and interests. • Discovery of the environment, showing attitudes of interest, curiosity, imagination, creativity and surprise in getting to know it. Establishment of affective bonds, the feeling of belonging and appreciation of all the elements that make up the environment. • Strategies for the construction of new knowledge: relationships and connections between what is known and what is new, and the and the new, and between previous and new experiences; relationships with adults, with peers and with adults, with peers and with the environment. • Linguistic repertoire. Set of linguistic elements of each learner: phonemes, words, constructions, registers and varieties, words, constructions, registers and linguistic varieties. • Approach to the foreign language. Elements for basic functional communication. • Positive attitude towards the foreign language • Comprehension of the main idea of simple oral texts, in foreign language, in common classroom situations and when speaking on familiar and predictable topics. • Speaking in a foreign language: acquisition of basic vocabulary. Comprehension and formulation of simple messages, questions and orders.

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COGNITION	
Learning goals	**Learning outcomes (standards)**
1. Declarative knowledge: - **To remember** basic emotions. - **To remember** different colours. - **To identify** the different geometric figures	1.1. SS point the different emotions (1ST grade) 1.2. SS list the different emotions. (2nd grade) 1.3. SS point/describe the different emotions. (3th grade)
2. Procedural knowledge: - To **evaluate** the characteristics and definitions of the emotions that we have inside us.	2.1. SS **create** an Emotional Diary describing or recognising the emotions we have every day in the morning when we arrive to school.
3. Metacognition: - To **assess** the project using a checklist and identifying the different emotions we had during the different activities. - To think and self-assess the entire project using analogic evaluation through pictures.	3.1. SS use their body to **assess** their role by pointing up or down with their thumbs depending on how they felt during the activities. 3.2. SS **self-assess** and **reflect** about the entire project comparing their role and participation to different imagines using the strategy of analogic evaluation.
4. Language - To **organize** all the emotions seen during the lesson and the previous ones.	4.1. SS **colour/point/write and define** the emotions studied and present them as a diary.

CULTURE	
Learning goals	**Learning outcomes (standards)**
• To **know** about emotional intelligence and its importance in our lives.	• Ss **list** characteristics of the emotional intelligence • Ss **identify** activities to develop it.

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COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Emotions (happiness, sadness, surprise, anger, disgust, fear)
- Colours (red, yellow, green, blue, purple, white)
- Family members (sister, brother, mom, dad, grandparent and grandmother)
- Senses (vision, hearing, smell, taste, touch)
- Parts of the body (eyes, mouth, head, shoulders, hands)

Language content for descriptions:

✓ **Grammar:**
- Present simple to be (I am, you are, he is)
- Present simple to like (I like, you like, he likes)
- Connectors of sequence (First, second, third, finally, and, but)
- Present simple and past simple of the verb "feel" (I feel, I felt, you feel, you felt…)

✓ **Lexis:**
- Adjectives (Happy, disgust, sad, surprised, afraid)
- Hobbies (Football, reading, swimming, dancing, travelling)
- Textures (smooth, fluffy, rough)
- Adverbs of time (yesterday, today, tomorrow)

Connectors:

- And
- But

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Manifest feelings of personal security when taking part in games and in the in games and in different situations of everyday life, trusting in one's own possibilities and showing initiative.
- Identify and express their needs and feelings, adjusting the control of their emotions. control of their emotions.
- Use basic notions of time to investigate the passage of time and discover some events of the past.
- Channel frustration in the face of difficulties or problems by applying different strategies.
- Participate spontaneously and respectfully with individual differences in complex communicative situations.
- Show interest in knowing and understanding very simple messages in a foreign language related to routines and situations.
- Make functional use of spoken language by increasing their linguistic repertoire and constructing an organised discourse.

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- Show interest in communicating through written codes, conventional or not, valuing their communicative function.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, mini-whiteboards.*
- *Students' checklist to evaluate their descriptions.*
- *Analogic Evaluation to self-assess the participation of students*
-

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this last learning situation of the project, all the students will develop individually an Emotional Diary. Older students will write every day the emotion they feel, writing the entire sentence of "Today I feel…." and will colour and put a sticker related with that emotion. Smaller kids will just put the sticker, colour and say aloud/drill the emotion they feel.

This final product is something individual, that is why, as in the second learning situation, an important scaffolding that we are going to use in these lessons is going to be the support of a Language Assistant.

A very important scaffolding that will help us to attend the diversity is going to be the pairing between students of different ages. Older ones will help to younger ones, as they will with the daily description if the emotions.

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4.2. Project 2: Eco-heroes

Content area: Área 2, Descubrimiento y exploración del entorno

Level: Pre-primary Education, 2nd cycle, 3-4-5-year-old students

Timing: 3 months, 2 sessions per week

Description (aim): Students discover and explore the emergency that our planet is living. They will need to put on their Superheroes cups and take the reins of the situation.

Final product: Environmental warning poster

Learning situations:

1. SOS.
2. There is no planet B.
3. Weatherkids.
4. There is no rain.
5. Eco-Heroes

LEARNING SITUATION 1. SOS

Objectives: The objectives of this learning situation are to raise awareness of the global emergency that we are living and to take the responsibility of taking care of the planet we live in.

Grouping: Along this learning situation, students will work in different groupings, whole group, groups of 4 students and also some activities individually.

Challenge/Contextualization: Today we enter in the classroom, and we find an email in our computer. It is a message of Telmo, a 10-year boy that is from a small village of Jaen. The subject of the email is SOS. We search what the meaning of SOS is, and we discover that it is an emergency message. In the letter, Telmo explains us that he is from a village where there is no water. His family cannot have a shower or use water during the day, they have to go to a fountain that is far away to collect water for the day. He asks us for help to solve this situation or at least understand what is happening with the water of his village.

Authentic resources: Images and pictures of real landscapes and children from the other school.

Product: Environmental Contract

Benefits: To understand the critical environmental situation that we are living and know about the climate change.

CONTENT

Content:	**The key competences:**
• Climate Change • Basic quantifiers ✓ **Language content 1**: Letter I	• Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** • Use of basic quantifiers in contextualized situations: equal to, more than, less than, as many as, many, few, some, none, etc. • Functionality of numbers in everyday life. Counting, establishing relations of comparison and transformation (adding, taking away, distributing, changing) through the manipulation of objects applied to everyday situations. Cardinal and ordinal numbers. Approximation to the numerical series: graphic representation, oral use to count and construct the numerical series. • Situations in which it is necessary to measure. Use of units of measurement (foot, span...) and the standard for the exploration of the magnitudes of measurement. • Enquiry into the passage of time (past, present, future). • Research strategies and techniques: trial and error, observation, experimentation, formulation and testing of hypotheses, asking questions, handling and searching different sources of information. • Influence of people's actions on the physical environment and heritage. The climate change. • Respect for and protection of the natural environment. • Approach to the foreign language. Elements for basic functional communication. • Oral expression in a foreign language: acquisition of basic vocabulary. Comprehension and formulation of

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	simple messages, questions and commands.
COGNITION	

Learning goals	Learning outcomes (standards)
1. **Declarative knowledge:** - To **know** about climate change - To **understand** the main actions that can damage/preserve our planet. - **To find differences** amongst areas before and after climate change.	1.1. SS **point/repeat/recognize** the differences between areas and landscapes before and after climate change. 1.2. SS **point/list/ compare** actions that can help to safe and keep our planet alive. 1.3. SS **classify** different actions and behaviours into eco-friendly or eco-harmful.
2. **Procedural knowledge:** - To **formulate** an Environmental Contract to protect and raise awareness of the Climate change situation.	2.1. SS **identify** the main actions that they can do in their daily life to help the plant and raise awareness in other people. 2.2. SS **compare,** using a visual organizer, natural elements in photographs before and after climate change. 2.3. SS **draw/colour/sign** the Environmental Contract to show their compromise and attitude towards saving the planet from this situation. The objective of this contract is to become Eco-Heroes in a near future.
3. **Metacognition:** - To **assess** the project using a checklist and identifying the different emotions we had during the different activities.	3.1. SS use a checklist to **assess** themselves and their classmates during the project and the feelings they have had during the activities.
4. **Language:** - To **know** the elements of a letter.	4.1. SS **identify** the elements of a letter from a template and from the one received from Telmo.

CULTURE	
Learning goals	**Learning outcomes (standards)**
- To **know** about climate change and the emergency that we are living.	• Ss **list** global warming indicators and actions to solve it.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Natural elements (water, trees, snow, animals)

Language content for descriptions:

- ✓ **Grammar:**
- There is/there are/there is not/there are not.
- ✓ **Lexis:**
- Basic quantifiers (More, less, equal)

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Establish different relationships between objects based on their qualities or attributes, showing curiosity and interest.
- Use the most significant basic quantifiers in the context of the game and in context of play and in relationships with others.
- Organise their activity, ordering sequences and using basic notions of time.
- Use basic notions of time to investigate the passage of time and to discover some facts about the events in the past.
- Manage situations, difficulties, challenges or problems through planning sequences of activities, showing interest and initiative and working with peers.
- Show an attitude of respect, care and protection towards the natural environment and animals, identifying the impact of some human actions.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, mini-whiteboards.*
- *Students' checklist to evaluate their descriptions.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, the attention to diversity has been focused on the part of writing the Environmental Contract. Older students will be able to write the actions states on the contract, while smaller students will just sign it and participate in the search of information of the climate change.

In this activity, students will have scaffolding depending on the difficulties they have. Also, the teacher will guide them all along the production of the contract.

Also, when comparing pictures with graphic organizers, small students will just focus on pointing and drilling while old students will be asked to describe and use elaborated sentences such as "There is no snow, there are no trees…"

LEARNING SITUATION 2. THERE IS NO PLANET B.

Objectives: The objectives of this learning situation are to raise awareness of the global emergency that we are living and to spread the message to our families and friends.

Grouping: Along this learning situation, students will work in different groupings, whole group and pairs of students of different ages to favour the cooperative work and to provide scaffolding.

Challenge/Contextualization: Now that we have discovered and understood the situation in the village of Telmo, we will do everything in our power to prevent such a critical situation from occurring in our village. To do this, we are going to collect all the actions we can do to take care of the planet and the environment to raise awareness among our families, friends and people from the school and the village so that they join the action for the climate. In case they want to go further, everyone who wants to will be invited to sign the environmental contract of the last class.

Authentic resources: Real advertisements from TV, from advertising posters…

Product: Advertisements to help the planet

Benefits: To understand the importance of work as a team to achieve big goals as society.

CONTENT

Content:
- Climate Change
- Basic quantifiers
- Parts of the plants

✓ **Language content 2:** Advertments I

The key competences:
- Linguistic communication
- Digital competence
- Learn to learn
- Social and civic competences
- Cultural awareness and expressions

Contribution to specific competences
- Responsible habits and practices with regard to the environment, food, hygiene and rest.
- Strategies to propose solutions: creativity, dialogue, imagination and discovery.
- Respect and protection of the natural environment.
- Initiation to strategies for searching for information, re-elaboration and communication.
- Positive attitude towards the foreign language and interest in participating in oral interactions, routines and regular communication situations.

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	• Oral expression in a foreign language: acquisition of basic vocabulary. Comprehension and formulation of simple messages, questions and commands.
COGNITION	

Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:** - **To know** different actions to help the planet. - **To identify** the main basic quantifiers. - To **analyse** the main parts of a plant	1.1. SS **name/recognize/explain** different actions to help the planet. 1.2. SS **identify/recognise** the basic quantifiers. 1.3. SS **name/match** the main parts of an advertisement with its purpose or definition.
2. **Procedural knowledge:** - To **design** different advertisements and posters with messages of emergency to safe the planet and with actions of how we can help it.	2.1. SS **identify** the main actions that they can do in their daily life to help the plant and raise awareness in other people. 2.2. SS **organise** messages and images in different posters to make them visual and catchy. 2.3. SS **drawcolour/design** the posters with the information the have research and post them all over the school, their houses…
3. **Metacognition:** - To **assess** the impact of their messages locating the ball where they think is the total score of their actions.	3.1. SS use a target to **assess** themselves and the impact of their actions posting the advertisements in different locations.
4. **Language:** To **announce** an emergency message to different contexts to achieve a raise of awareness in society.	4.1. SS **say** messages of emergency and actions to help the planet in different contexts to open the eyes of the people around.

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CULTURE	
Learning goals	**Learning outcomes (standards)**
- To **understand** the importance of working together all the society to achieve huge goals.	• Ss **list** the global objectives that we must achieve in order to save the planet.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Natural elements (water, trees, snow, animals)
- Tasks to save the planet (use public transport, save water, turn off the lights, recycle)

Language content advertisments:

✓ **Grammar:**
- There is/there are/there is not/there are not.
- Infinitve form of verbs (to use, to save, to reduce, to recycle)
✓ **Lexis:**
- Basic quantifiers (More, less, equal)

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Use different strategies for autonomous decision-making, facing the process of creating solutions in response to the challenges posed.
- Program sequences of actions or instructions for the resolution of analogue and digital tasks.
- Participate in projects using group dynamics, sharing and valuing their own and other people's opinions, expressing personal conclusions based on them.
- Show an attitude of respect, care and protection towards the natural environment and animals, identifying the impact of some human actions.
- Adjust their communicative repertoire to the proposals, the interlocutors and the context, exploring the expressive possibilities of different languages.
- Interpret messages conveyed by means of representations or artistic manifestations, recognising the intentionality of the sender and show a curious and responsible attitude.
- Show interest in knowing and understanding very simple messages in a foreign language related to routines and situations.

Assessment tools:

- *Rubric for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, thumbs up thumbs down.*
- *Students' checklist to evaluate their descriptions.*
- *Target that students will use to evaluate their process along the activities and the impact of the product done in class.*

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ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, the attention to diversity has been focused on the role of each student depending on their age and level. Old students will be asked to describe the different parts of an advertisement, while younger ones will just point or name. Also, when elaborating the advertisements, old students will write and organize the messages while younger ones will decorate it and colour it, using images and piece of news.

To elaborate and design this product, students will have the support of a language assistant to help them with key vocabulary or with different expressions.

LEARNING SITUATION 3. WEATHER-KIDS

Objectives: The objectives of this learning situation are to raise awareness of the global warming understanding the changes in the temperatures of the recent years.

Grouping: Along this learning situation, students will work in different groupings, whole group and groups of 5 students.

Challenge/Contextualization: We want to help Telmo to understand why his village has run out of water. That is why we are going to transform ourselves in Weather-Kids. We watch a video of the Weatherman in the news of the TV and we listen that "the weather is becoming crazy". To prove it, we are going to investigate and find the roots of the problem.

Authentic resources: Recycled materials from their daily life as the milk bricks or plastic bottles.

Product: Homemade Rain Gauge

Benefits: To understand the importance of work as a team to achieve big goals as society.

CONTENT

Content:	**The key competences:**
- Basic quantifiers - Climate change - Numbers - Weather conditions - Seasons - Rule of 3R ✓ **Language content 3:** Instructions I	• Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** - Qualities or attributes of objects and materials. Temperature. - Use of basic quantifiers in contextualised situations: same as, more than, less than, as many as, many, few, some, none, etc. - Functionality of numbers in everyday life. Counting, establishing relations of comparison and transformation (adding, taking away, distributing, changing) through the manipulation of objects applied to everyday situations. Cardinal

	and ordinal numbers. Approximation to the numerical series: graphic representation, oral use to count and construct the numerical series.
	• Situations in which it is necessary to measure. Use of units of measurement (foot, span...) and the standard for the exploration of the magnitudes of measurement.
	• Guidelines for investigation in the environment: interest, respect, curiosity, wonder, questioning and desire for knowledge.
	• Research strategies and techniques: trial and error, observation, experimentation, formulation and testing of hypotheses, asking questions, handling and searching in different sources of information.
	• Influence of people's actions on the physical environment and heritage. Climate change.
	• Enjoyment of activities in contact with nature.

COGNITION

Learning goals	Learning outcomes (standards)
1. **Declarative knowledge:**	1.1. SS **name/recognise** different weather conditions
- **To know** different weather conditions.	
- **To know** the rule of the 3 R	1.2. SS **drill/name/explain** the rule of the 3R.
- **To understand** different ways of measurement	1.3. SS **identify/recognise** the main purposes of the tools used when measuring weather conditions.
- **To identify** the main purposes of the tools used when measuring the weather conditions.	
	1.4. SS **match/describe/compare** the main changes of the temperatures and the rain in the recent years.
2. **Procedural knowledge:**	
- To **analyse** the main changes of the temperatures in the recent years.	2.1. SS **create** a Rain Gauge using recycled materials to follow the rule of the 3R.
- To **design** a homemade Rain Gauge using recycled materials and adequate measurement materials.	2.2. SS **mark** and write the numbers in the Rain Gauge to measure the amount of rain every day.

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- **To register and keep track** the amount of rain collected in the Rain Gauge every day in the assembly.	2.3. SS **count/write** in a graphic organizer the amount of rain collected every day, using this data to compare it to the rain in other years.
3. **Metacognition:** - To **assess** the the activity with the Plickers app, assessing not only their feelings during the activity but also the knowledge acquired.	3.1. SS use a QR code in Plickers to assess their knowledge of the activities and to self-assess how did they feel during the process.
4. **Language:** - To **write** the instructions in order to design and make the rain gauge.	4.1. SS **copy** the instructions and steps to create the rain gauge.

CULTURE

Learning goals	**Learning outcomes (standards)**
- To **understand** the importance of collecting data from the environment.	• Ss **compare** the landscapes from the past with the landscapes that we have nowadays and find differences.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Natural elements (water, trees, snow, animals)
- Tasks to save the planet (use public transport, save water)
- Weather conditions (rainy, sunny, cloudy, snowy)

Language content for instructions:

✓ **Grammar:**
- There is/there are/there is not/there are not.
- Infinitve form of verbs (to use, to save, to reduce, to recycle)
- Structure "Today is a sunny day".

✓ **Lexis:**
- Basic quantifiers (More, less, equal)
- Time adverbs (Tomorrow, yesterday, today, 2 days ago…)

Connectors

- First, second, third, finally, next

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Establish different relationships between objects based on their qualities or attributes, showing curiosity and interest.
- Use the most significant basic quantifiers in the context of play and in relationships with others.
- Use the most significant basic quantifiers in the context of play and in relationships with others.
- Organise their activity, ordering sequences and using basic temporal notions.
- Use basic notions of time to investigate the passage of time and discover some events of the past.
- Establish relationships between the natural and social environment based on knowledge and observation of some natural phenomena and heritage elements present in the physical environment.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, thumbs up thumbs down.*
- *Students' checklist to evaluate their descriptions.*
- *QR codes from the app Plickers to make students self-assess themselves.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, we are going to try to work all the students in the same level. All of them will collaborate in the creation of the Rain Gauge, and the purpose is that all of them understand how to compare data with the rain of other years. The idea is to collect the data in a very simple way and familiar to our students, with numbers and very common recipients.

Here is going to be key to pay attention to the differences and needs in the motricity of the students. That is why younger students will have more support in the different elaboration of the Rain Gauge. Also, restrictions and caution in the use of certain tools.

There will also be lot of scaffolding in the reception part of this session, in order to prepare students for the production part in the elaboration of the Rain Gauge. In the reception part, students with more difficulties will have more opportunities to do LOTS, till they feel that they are capable to go on with HOTS activities. Older students will start sooner with HOT activities. Smaller students will continue with the scaffolding in the production part in case they need it.

MATERIALS

- Human resources (teacher and Language Assistant)
- ICT (Digital board
- Recycled materials (milk bricks and plastic bottles)
- Recipients with different measurements

-

PROCEDURE		
Timing	**Activities (Teacher (T)/Students (S) role)**	**Grouping/spaces**
SESSION 1 10 minutes (Reception)	**SESSION 1: Weatherman** RECEPTION SCAFFOLDING ACTIVITIES T presents a screenshot (Appendix 8.1.1.) of the weatherman from Televisión Española to make students make predictions about who he is, what he is talking about, if they have ever seen someone like him before… LA writes on the board the predictions that the students make.	Whole Class
15 minutes (Reception)	We watch the video of the weatherman (Appendix 8.1.2.), the LA checks the predictions with them. In these predictions, there are lots of key words (language focus) that is going to be important for the unit.	Whole Class
15 minutes (Reception)	T uses flashcards (Appendix 8.1.3.) to present the different weather conditions that we can find every day. LA writes the name of these elements on the white board.	Whole Class
10 minutes (Transformation)	TRANSFORMATION SCAFFOLDING ACTIVITIES Ss plays a memory game with all these weather conditions elements that we have seen in the flashcards (Appendix 8.1.4.). This pairs will be heterogeneous with different cognitive levels in order to generate this cooperation between students.	In pairs
SESSION 2 5 minutes (Reception)	**SESSION 2: Rule of the 3 R** RECEPTION SCAFFOLDING ACTIVITIES Ss enter in class and find the different recycling containers in the middle of the classroom. Ss comment what things they know about recycling. T asks them about recycling and the colours of litter bins to see their knowledge about them. In order to scaffold this activity, smaller students will be able to explain	Whole class

	themselves in L1, and old students will try to express their thoughts in English and in case they don't know the word, LA will help them and they will drill it.	
10 minutes (Reception)	T reads the book "Don't throw that away" to introduce the rule of the three R (Appendix 8.1.5.). During this reading, we will first make some predictions about the cover and gather some key vocabulary. Also, T will ask questions during the reading, about the characters, the story… These questions will be presented in the digital board, and they will need to choose between different options. Smaller kids will have easier questions than older ones.	Whole class
20 minutes (Transformation)	TRANSFORMATION SCAFFOLDING ACTIVITIES Once we know the rule of the three R, Ss create a poster using recycled materials with the three R (Reduce, Reuse and Recycle).	In groups of 4
15 minutes (Transformation)	T shows Ss what a Mind Map is (Graphic Organizer) and an example of one (Appendix 8.1.6.). Then, T and LA stick 7 a big white paper in the wall of the corridor with 3 empty mind maps, one for each R of the rule studied. Then, T puts many flashcards with examples of each R on the floor. In groups of 4 students, each group will be an R, and they need to interpret and choose which of the flashcards they need to pick to glue it into the mind map of their R. The groups will be heterogeneous in order to encourage interaction between pupils of different ages. In this way, in the handicrafts and when it comes to writing certain words, the pupils will be able to help them, and learn at the same time as they act as real teachers.	In groups of 4
SESSION 3	**SESSION 3: More or less**	
5 minutes (Reception)	RECEPTION SCAFFOLDING ACTIVITIES	Whole class

15 minutes (Reception)	As activation activity and review from the last session, T asks Ss to classify flashcards with actions of the three R (Appendix 8.1.7.). T asks Ss to order different containers with water inside. While they are ordering them, the T presents in an interactive presentation and with an interactive board different key terms that they need to learn for the rest of the Learning Situation. The terms will be (more than, less than, full, empty, a lot… and they will be used for the interpretation of the Rain Gauge that Ss will create as the final product of this Learning Situation. These terms are used also with these containers because they are realia and will be very useful for our students as they will use it in other contexts.	Individually
20 minutes (Transformation)	TRANSFORMATION SCAFFOLDING ACTIVITIES T gives for each student a worksheet (Appendix 8.1.8.) to work on the concepts that they have just learnt. They will match and circle objects depending on the amount of water they have inside. T corrects the activities with all the students together and the LA practices the pronunciation with drilling.	Wole group
SESSION 4 10 minutes (Reception)	SESSION 4: Weather toolbox RECEPTION SCAFFOLDING ACTIVITIES T asks questions to Ss as an activation activity, to refresh all the concepts and ideas from the past lessons. Questions as for example: - Which container has more water? - How is this glass? - Which one of the following pictures represents an empty bottle? These questions would be asked through the Quizziz application in order to introduce ICT elements and to be able to collect information on where the students are at. In addition, the questions asked to the students will depend on their level, being simpler and with more visual support for those students who have more	Whole group

	difficulties. In addition, in the case that a student does not know how to answer, the others will help him/her to understand, making it easier to be in a multigrade classroom and the students themselves will be the ones to attend to the diversity.	
20 minutes (Reception)	T prepares an observation table with instruments to measure the climate and they generate and develop their own conclusions. LA will guide the children's dialogue. The most important thing will be for the students to discover what these tools are and their usefulness through guided discovery, which will be led by the LA. The first thing will be to show two landscapes that have changed a lot over time and in which one can perceive a clear absence of water. With this image, the students will discover the importance of keeping track of the climate in order to perceive the changes that occur. After that, we will put cards with different images of tools with which we can measure the weather, and they will have to join them with a ball of wool with the elements that measure these (thermometer-temperature, weathervane-wind direction...). The names will be pronounced by the LA so that the pupils can repeat them. Once they know all the tools, they will be introduced to a professional rain gauge, showing them how it works by applying the concepts that were worked on in the previous session and that have already been reviewed in today's session. After that, the recycled materials will be shown to explain the importance of reusing things to produce new ones and a model of the rain gauge we are going to make.	Whole group
15 minutes (Transformation)	TRANSFORMATION SCAFFOLDING ACTIVITIES Ss compare pictures of landscapes affected by the climate change using the vocabulary written in the blackboard. Ss will have the scaffolding and the reference of the example done before. For example, teacher says "point to the dry lake or the empty river in the image."	Whole group

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SESSION 5	SESSION 5: ARTS AND CRAFTS	
	RECEPTION SCAFFOLDING ACTIVITIES	
25 minutes (Reception)	T and LA presents the final product that Ss need to create and explain them important vocabulary and expressions that Ss need to know to make the Rain Gauge and how to interpret it. This language input will be presented in flashcards (adjectives, connectors…). First, the material itself will be described and analysed, and students will be able to recall what we saw in the previous class with the explanation of what a rain gauge is. Afterwards, flashcards will be shown with the vocabulary words and the structures that the students will use to explain and interpret what they find each morning in the rain gauge. (Appendix 8.1.10.). Finally, ss will be shown the template to be able to fill in the next few days to count the amount of rain that falls. (Appendix 8.1.11.).	Whole group
5 minutes (Reception)	T shows Ss the rubric that he is going to use during the elaboration of the product (Appendix 8.2.1.) and the checklist that they are going to use once they finish the project to evaluate themselves and their classmates. (Appendix 8.2.3.).	Whole group
20 minutes (Production)	TRANSFORMATION SCAFFOLDING ACTIVITIES Ss work all together in an observation desk with all the recipients of different capacity to debate and decide which one is the best one to do the marks in the Rain Gauge. This moment is going to be a clear demonstration of the importance of working all together in a multigrade classroom, having students if different ages sharing their thoughts and their opinions. It is very important to accept all the points of view and to listen others, showing interest and a positive attitude.	Groups of 4

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SESSION 6	**SESSION 6: ITS RAINING MEN**	
	PRODUCTION SCAFFOLDING (OF THE FINAL PRODUCT)	
30 minutes (Production)	Ss work in groups to make the Rain Gauge following the instructions of the T. These instructions will be given in two ways, written sentences and also in a visual way with pictograms. (Appendix 8.1.11). 1. Cut the plastic bottle in half. 2. Put colourful tape on the edge to avoid cutting ourselves with the plastic. 3. Make marks on the base of the bottle, relying on the appropriate container (since we realized it's better to use a measuring cup from the washing machine than a dropper that drips slowly and would make a thousand lines or a Coca-Cola can, as we would make very few lines). 4. Glue the bottle to a disassembled milk carton so we can later place stones on top of that base of the carton to prevent it from being carried away by the wind. 5. Decorate with permanent markers the side of the bottle where we haven't put the lines. Wash all the materials and collect them. 6. Take the finished rain gauge out to the patio.	Whole group
10 minutes (Production)	Once Ss have finished presenting, T asses using ICT resource of pickers with questions about things that we have seen during these sessions (content) and the feelings of the ss during the project. (Appendix 8.2.2.).	Individually
5 minutes (Production)	Ss asses themselves and their mates using a checklist. (Appendix 8.2.3.).	Individually

LEARNING SITUATION 4. THERE IS NO RAIN

Objectives: The objectives of this learning situation are to raise awareness of the global warming and the lack of rain in different territories of Spain and the world.

Grouping: Along this learning situation, students will work in different groupings, whole group and pairs made of students of different ages.

Challenge/Contextualization: To help Telmo and our planet we need to raise awareness in the population of our country and of the world. To cause this impact, we are going to change the lyrics of the chorus of the song It´s Raining Men and record it making a video with images of very dry places and devastated landscapes. Then, once we finish this video, we will upload it to the school web and share it with all the families, friends…

Authentical resources: The water as an element that all of us use every day.

Product: Videoclip of an adaptation of the song Its Raining Men.

Benefits: To understand the importance of work as a team to achieve big goals as society.

CONTENT	
Content: • Climate change • Weather conditions • Seasons • Rule of 3R ✓ **Language content 4:** Songs I	**The key competences:** • Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** • Situations in which it is necessary to measure. Use of units of measurement (foot, span...) and the standard for the exploration of the magnitudes of measurement. • Guidelines for research in the environment: interest, respect, curiosity, wonder, questioning and desire for knowledge. • Strategies for constructing new knowledge: relationships and connections between the known and the new, and between previous and new experiences; relationships with adults, peers and the environment. • Strategies for planning, organising or self-regulating tasks. Initiative in the search for agreements in decision-making. Attitude of listening and collaboration. • Strategies for proposing solutions: creativity, dialogue, imagination and discovery.

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	- Processes and results. Findings, verification and conclusions. - Natural elements (water, earth, air, fire). Characteristics and behaviour (weight, capacity, volume, mixtures or transfers). - Natural phenomena: identification and impact on people's lives, as well as their causes and consequences. - The use of language to tell the truth, lies and their effects. - Communicative intent of messages to evoke and relate facts, to explore knowledge, to express and communicate ideas and feelings. Oral and written literary texts for children (stories, tales, poems, rhymes, riddles, songs, rhymes...) suitable for children's development. - Memorisation and recitation of some literary texts, enjoying the sensations produced by the rhythm, rhyme and beauty of the words. - Musical proposals in different formats (audio, video, live music...). - Educational function of technological devices and elements

COGNITION

Learning goals	Learning outcomes (standards)
1. **Declarative knowledge:** - **To know** different weather conditions. - **To know** the different types of water that exist on Earth. - **To understand** the importance of water in our lives. - **To identify** the main purposes of water in our daily lives.	1.1. SS **point/list/name** different weather conditions 1.2. SS **drill/name/explain** the different types of water that exist on Earth. 1.3. SS **identify/recognise** the main purposes of water in our lives.
2. **Procedural knowledge:** - ***To search*** images and videos of the crucial situation that we have with the lack of water to introduce them in the video while we sing.	2.1. SS **record** a video singing the chorus all together. 2.2. SS **collect** images and videos of landscapes affected by the drought and lack of rain.

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- To **analyse** the main changes of the rain in the recent years.	2.3. SS **match/describe/compare** the main changes of the rain in the recent years.
3. Metacognition: - To **assess** the the activity with the Plickers app, assessing not only their feelings during the activity but also the knowledge acquired.	
	3.1. SS use a QR code in Plickers to assess their knowledge of the activities and also to self-assess how did they feel during the process.
4. Language: - To **sing** a song adapting and changing the lyrics of the chorus. - To **record** a video singing and adapted version of the lyrics of the chorus of the song It´s Raining Men. Instead of saying It´s Raining Men, we will sing *"There is no rain, in Spain, there is no rain the world, look around and see".*	4.1. SS sing a song all together.

CULTURE

Learning goals	**Learning outcomes (standards)**
- To **understand** the importance of collecting data from the environment.	• Ss **compare** the landscapes from the past with the landscapes that we have nowadays and find differences.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Natural elements (water, trees, snow, animals)
- Tasks to save the planet (use public transport, save water)
- Weather conditions (rainy, sunny, cloudy, snowy)
- Language to measure (more than, less than, lot, little, nothing)
- Parts of a plant (roots, stem, leaves, flower)

Language content for songs:

  ✓ **Grammar:**
- There is/there are/there is not/there are not.
- Infinitve form of verbs (to use, to save, to reduce, to recycle)
- Structure "Today is a sunny day".

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- Present continuous "ing" "It is raining/snowing)
  - ✓ **Lexis:**
- Basic quantifiers (More, less, equal)
- Time adverbs (Tomorrow, yesterday, today, 2 days ago…)
- Formal aspects of songs (title, chorus, line, author)

Connectors

- First, second, third, finally, next

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Use the most significant basic quantifiers in the context of play and in relationships with others.
- Identify everyday situations in which it is necessary to measure, using the body or other materials and tools to carry out measurements.
- Participate in projects using group dynamics, sharing and valuing their own and others' opinions, expressing personal conclusions from them.
- Show an attitude of respect, care and protection towards the natural environment and animals, identifying the impact of some human actions.
- Establish relationships between the natural and social environment based on knowledge and observation of some natural phenomena and heritage elements present in the physical environment.
- Interact with different digital media.
- Spontaneously evoke and express ideas through oral storytelling.
- Express themselves creatively, using different tools or applications.
- Perform dramatic and musical proposals, using and exploring different instruments, resources or techniques.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, thumbs up thumbs down.*
- *Students' checklist to evaluate their descriptions.*
- *QR codes from the app Plickers to make students self-assess themselves.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, there is not going to be many differences between the activities. The song will be sung by everyone, and the search of information and pictures too. In the theoretical part of the different weather conditions and the types of water, older students will give a more detailed answer than younger ones, which will only point or drill.

Also, in the reception and transformation part, students will do LOTS depending on their cognitive demands. The scaffolding is going to be there till students decide not to have it, considering that they know it enough well.

LEARNING SITUATION 5. ECO-HEROES

Objectives: The objectives of this learning situation are to raise awareness of the global warming and analyse the situation of Spain regarding the temperatures and water in comparison with the rest of the year.

Grouping: Along this learning situation, students will work as a whole team.

Challenge/Contextualization: Once we are aware of the situation that is happening in our country and in our world, it is time to answer Telmo with a letter to help him and his neighbours. In this letter we are going to explain him what is happening in his village and the reason of the lack of water. Also, we are going to give him hope, writing the different actions they can start doing to change this situation, and put some images of landscapes that where completely dry and that now are with plenty of water thanks to the collaboration of all the citizens. We are also to give as a present one of the Rain Gauge that we have created to Telmo and his school to allow them to measure the rain and see if the situation improves.

Once we send this letter to Telmo, we will be honoured as Eco-Heroes, putting on the mantle of superheroes that we have earned for all the work and effort we have put in during these weeks, helping the planet by raising awareness and carrying out small actions that can end up in big answers.

Authentic resources: Map of our city and village.

Product: Letter to Telmo.

Benefits: To understand the importance of helping others and of taking care of the nature around us.

CONTENT

Content:
- Parts of the city
- Weather conditions
- Actions for the climate
- Months of the year
- Parts of a letter

✓ **Language content 5:** Letter II

The key competences:
- Linguistic communication
- Digital competence
- Learn to learn
- Social and civic competences
- Cultural awareness and expressions

Contribution to specific competences
- Use of basic quantifiers in contextualized situations: same as, more than, less than, as many as, many, few, some, none, etc.
- Functionality of numbers in everyday life. Counting, establishing relations of comparison and transformation (adding, taking away, distributing, changing) through the manipulation of objects applied to everyday situations. Cardinal and ordinal numbers. Approximation to the numerical series: graphic representation, oral use to count and construct the numerical series.

	- Situations in which it is necessary to measure. Use of units of measurement (foot, span...) and the standard for the exploration of the magnitudes of measurement.
- Guidelines for investigation in the environment: interest, respect, curiosity, astonishment, questioning and desire for knowledge.
- Natural phenomena: identification and repercussions on people's lives, as well as their causes and consequences.
- Respect for and protection of the natural environment.
- The use of language to tell the truth, lies and their effects. - Linguistic repertoire. Set of linguistic elements of each learner: phonemes, words, constructions, registers and linguistic varieties.
- Communicative intent of messages to evoke and relate facts, to explore knowledge, to express and communicate ideas and feelings.
- Verbalization of the sequence of actions in a planned action. Clear and organized presentation of ideas. Use of sentences of different types (affirmative, negative and interrogative), taking care to use gender and number and the use of verb tenses (present, past and future).

COGNITION	
Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:** - **To know** the months of the year. - **To know** the main parts of a city. - **To know** different actions that can help to avoid the climate change. 2. **Procedural knowledge:** - To **understand** the elements of a letter.	1.1. SS **point/list/name** the months of the year. 1.2. SS **match/describe/compare** the main actions that we can do to help the planet. 2.1. SS **search** for actions that can help to fight climate change and **list** them in the letter.

3. Metacognition:	2.2. SS **order and copy** the elements of a letter written to Telmo in order to answer the one that he sent us.
- To **assess** the the activity using a checklist with different elements of their feelings, participation, knlowdge acquired.	
- **To think and self-assess** the entire project using analogic evaluation through pictures.	3.1. SS **assess** themselves and their participation during the project using images and pictures, generating connexions between their experiences and the pictures.
4. Language:	
- **To identify** the main purposes of a letter and the different communication media.	4.1. SS **drill/name/explain** the different parts of a letter.
- To **understand** the parts of a letter.	4.2. SS **identify/recognise** the main purposes of the mains of communication.
- To **write** a letter to Telmo and his school explaining why he has no water in his village and setting out guidelines and actions they should take in their village to help combat climate change. We will also make a list of the parts of their town where they should put these actions so that together they can change the harsh reality they have.	4.3. SS **write** a letter to Telmo and his school.

CULTURE

Learning goals	**Learning outcomes (standards)**
- **To take responsibility** and involve the whole community in order to make big changes together.	• **Ss list and explain** actions that all the society must do in order to change the critical environmental situation that we are living.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Natural elements (water, trees, snow, animals)
- Tasks to save the planet (use public transport, save water)
- Weather conditions (rainy, sunny, cloudy, snowy)
- Months of the year
- Language to measure (more than, less than, lot, little, nothing)
- Parts of a plant (roots, stem, leaves, flower)
- Parts of the city (town hall, police office, library, market, park, post office, post office)

Language content for letter:

✓ **Grammar:**
- There is/there are/there is not/there are not.
- Infinitve form of verbs (to use, to save, to reduce, to recycle)
- Structure "Today is a sunny day".
- Present continuous "ing" "It is raining/snowing)

✓ **Lexis:**
- Basic quantifiers (More, less, equal)
- Time adverbs (Tomorrow, yesterday, today, 2 days ago…)
- Formal aspects of songs (title, chorus, line, author)
- Language demand of a letter (Dear, greeting, reason, signed)

Connectors

- Sequence: First, second, third, finally, next
- Addition: And, also, in addition, further, as well as

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Use the most significant basic quantifiers in the context of play and in relationships with others.
- Identify everyday situations in which it is necessary to measure, using the body or other materials and tools to carry out measurements.
- Participate in projects using group dynamics, sharing and valuing their own and others' opinions, expressing personal conclusions from them.
- Show an attitude of respect, care and protection towards the natural environment and animals, identifying the impact of some human actions.
- Establish relationships between the natural and social environment based on knowledge and observation of some natural phenomena and heritage elements present in the physical environment.
- Show interest in communicating through written codes, conventional or not, valuing their communicative function.
- Identify, in an accompanied way, some of the textual and paratextual characteristics by means of research in any type of text.

- Show interest in participating in activities that favour the initiation to the perceptual-motor development of writing.
- Show a positive attitude when approaching literary texts in a foreign language such as stories, short poems, legends, etc.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, mini-whiteboards.*
- *Students' checklist to evaluate their descriptions.*
- *Analogic Evaluation to self-assess the participation of student and make them reflect about the process.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, older students will be more involved in the letter-writing process, helping to write the odd word, while the younger pupils in these activities will be more involved in imitating and pointing, working on word discrimination.

Attention will also be paid to diversity when searching for information, as the younger pupils will be given guidelines and resources previously chosen and the older pupils will use the computer to do so.

Also, we will take advantage of being in a multigrade classroom and group our students in different ages, leaving a space for cooperation and for state roles in the different groups, giving responsibilities for each student. We need to go from LOTS to HOTS, and that is why in many HOTS activities, grouping is going to be key to pay attention to the different cognitive demands.

The worksheets used during the different lessons are going to be individual and with different scaffolding depending on the age of the students. Older students will have less support and will be able to complete them in a more autonomous way.

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4.3. Project 3: My heart in my fist and the world in my class

Content area: Área 3, Comunicación y representación de la realidad

Level: Pre-primary Education, 2nd cycle, 3-4-5-year-old students

Timing: 3 months, 2 sessions per week

Description (aim): Students will discover the importance of understand and explore other cultures and traditions. That is why are going to take advantage of the multicultural richness of our classroom to make a trip through different places of our world.

Final product: The World in my class festival

Learning situations:

1. Look around
2. Puzzle pieces
3. This is who we are
4. Just enough carrots
5. The World in my class

LEARNING SITUATION 1. LOOK AROUND

Objectives: The objectives of this learning situation are to discover different cultures and traditions of different countries.

Grouping: Along this learning situation, students will work in groups of 3 and individually.

Challenge/Contextualization: Students enter in the classroom and find out an Earth Glove with a letter. The letter is from the students at a school in England that want to meet us and to know how our cultures are. What differences are between our class and theirs? Are our schools similar?

Authentical resources: Earth Glove and letter received from the British School.

Product: International poster

Benefits: To understand the importance knowing other cultures and respecting other traditions.

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CONTENT	
Content: • Countries of the world • Nationalities • Parts of a poster ✓ **Language content 1**: Presentation I	**The key competences:** • Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** • Politeness and social relationships and positive social interaction (respect for older people, parents, children). Helping and cooperative attitude, asking for and accepting help and valuing other people's helpful attitude. • Responding to diversity due to different forms of disability and its implications for everyday life. • Guidelines for research in the environment: interest, respect, curiosity, wonder, questioning and desire for knowledge. • Strategies for constructing new knowledge: relationships and connections between what is known and what is new, and between previous and new experiences; relationships with adults, peers and the environment. • Respect for the cultural heritage present in the physical environment. • Interpersonal communication: empathy and assertiveness. • Initiation to strategies of information search, re-elaboration and communication. • Social uses of reading and writing as a means of communication, information and enjoyment. Functionality and significance in communicative situations. • Written texts in different media: books, magazines, newspapers, posters, labels, pictograms, signs, leaflets, stories, comics, etc.

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COGNITION	
Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:** - **To know** some countries of the world. - **To identify** some nationalities. - **To know** the main parts of a poster.	1.1. SS **point/list/name** the months of the year. 1.2. SS **drill/name/** the different countries of the students from our school. 1.3. SS **identify/recognise** the nationalities of the students at our school. 1.4. SS **match/describe/compare** the different parts of a poster.
2. **Procedural knowledge:** - To **design** a poster with the nationalities and countries of all the students of the school.	2.1. SS **search** for information about different countries. 2.2. SS **write/colour** a poster with information from other countries.
3. **Metacognition:** - To **assess** the process of the activity using a checklist.	3.1. SS use a checklist to **assess** themselves and their classmates during the project and the feelings they have had during the activities
4. **Language:** - To **present** information searched from other countries in a poster.	4.1. SS **explain** traditions and cultures from other countries once they have searched the information.
CULTURE	
Learning goals	**Learning outcomes (standards)**
- To **respect and understand** other nationalities.	• Ss **list** nationalities from other countries.

COMMUNICATION
Coyle, Hood and Marsh (2010)
Language of learning

Key language:

- Countries of the students from the school (Spain, Morocco, Colombia)

- Nationalities of the students form the school (Spanish, Moroccan, Colombian)

Language content for presentations:

Grammar:
- Grammatical structure "I am from Spain, Colombia, Morocco".
- Grammatical structure "I am Spanish, Colombian, Moroccan".
- Present simple to be (I am, you are, he/she/it is, we are, you are, they are)

Lexis:
- Elements of poster

Connectors:

- Sequence: Firstly, secondly, then, next, finally.

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Offer and ask for help in everyday situations, valuing the benefits of cooperation and help.
- Participate, with an attitude of respect, in activities related to customs present in their environment, showing interest in getting to know them.
- Participate in projects using group dynamics, sharing and valuing their own and other people's opinions, expressing personal conclusions from them.
- Identify features of the immediate environment, recognising some cultural, physical and social signs of identity of the Community of Madrid and Spain.
- Adjust their communicative repertoire to the proposals, interlocutors and context, exploring the expressive possibilities of different languages.
- Participate in situations of use of different languages, showing interest and curiosity in them.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, mini-whiteboards.*
- *Students' checklist to evaluate their descriptions.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, we are going to attend the diversity with the language assistant, helping in those structures that we are using for the poster.

Also, the grouping is going to be key, because older student that already know different words and structures will help smaller ones during the activity.

There are going to be lots of visual aids in the walls for the elaboration of this product. These visual aids will work as scaffolding for students that need this support when speaking or drilling. The idea is that this scaffolding will be there till the production part, where students will be able to work for their own. In case that a specific student need more scaffolding, he will have it in his table stick it as individual visual aid.

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LEARNING SITUATION 2. PUZZLE PIECES

Objectives: The objectives of this learning situation are to discover different cultures and traditions of different countries.

Grouping: Along this learning situation, students will work in pairs and as an entire group made with the help of our families.

Challenge/Contextualization: Once we know the countries we belong to and our nationalities, we want to deepen and discover more about our cultures and traditions. The best way to do this is by asking our families. We write a message to our families inviting them for being interviewed and help us with this task.

Authentic resources: Our families and traditions of Spain.

Product: Interview to our families

Benefits: To understand the importance knowing other cultures and respecting other traditions.

CONTENT

Content:
- Traditions of Spain and other countries
- Typical foods
- Flags of different countires

✓ **Language content 2:** Interview I

The key competences:
- Linguistic communication
- Digital competence
- Learn to learn
- Social and civic competences
- Cultural awareness and expressions

Contribution to specific competences
- Identifying and respecting differences.
- The family.
- The family and incorporation into the school.
- Formulas for politeness and social relations and positive social interaction (respect for older people, parents, children). Attitude of help and cooperation, asking for and accepting help and valuing other people's attitude of help.
- Responding to diversity due to different forms of disability and its implications for everyday life.
- Celebrations, customs and traditions.
- Guidelines for research in the environment: interest, respect, curiosity, wonder, questioning and desire for knowledge.
- Strategies for constructing new knowledge: relationships and connections between what is known and what is new, and between previous

	• and new experiences; relationships with adults, peers and the environment. • Oral language in everyday situations: conversations, social interaction games and expression of experiences. Progressive use of lexis, grammatical structure, intonation, appropriate rhythm and tone, and clear pronunciation. • Formal and informal oral texts.

COGNITION	
Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:** - **To know** some traditions of other countries - **To identify** the main flags of the countries that we belong to in our class. - **To know** the typical food of some countries.	1.1. SS **drill/name/** the different countries of the students from our school. 1.2. SS **point/identify/recognise** the flags of some countries. 1.3. SS **match/describe/compare** the typical food of some countries.
2. **Procedural knowledge:** - To **design** the questions for an interview to our families to discover more from their countries. - To **differentiate and contrast** the information collected from the interviews done to the families of the students.	2.1. SS **write** questions to collect information from our families in an interview. 2.2. SS **organize** the information collected from the interviews done to our families. a poster with information from other countries.
3. **Metacognition:** - To **assess** their implication in the activity of the interviews and what they have learnt using qr codes from plickers.	3.1. SS use QR codes to **assess** their implication and the knowledge acquired.
4. **Language:**	4.1. SS ask their families questions to collect information about their countries and cultures.

- To **ask** questions to collect information about the countries and cultures of our families.	

CULTURE	
Learning goals	**Learning outcomes (standards)**
- To respect and understand other nationalities.	• Ss list nationalities from other countries.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Countries of the students from the school (Spain, Morocco, Colombia)
- Nationalities of the students form the school (Spanish, Moroccan, Colombian)
- Typical food (Spanish omelette, cuscus, arepa, tajine, paella, arqeuipe)
- Traditions (Ramadan, Holy Week, Independence day)

Language content for interviews:

✓ **Grammar:**
- Grammatical structure "I am from Spain, Colombia, Morocco".
- Grammatical structure "I am Spanish, Colombian, Moroccan".
- Present simple to be (I am, you are, he/she/it is, we are, you are, they are)
- Queston structure "What……. is/are in your country?"
✓ **Lexis:**
- Adjectives for food (hot, cold, spicy, big, small)

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Actively participate in activities related to reflection on the social norms that regulate coexistence and promote values such as respect for others.
- Participate, with an attitude of respect, in activities related to customs present in their environment, showing interest in learning about them.
- Participate in projects using group dynamics, sharing and valuing their own and other people's opinions, expressing personal conclusions from them.
- Identify common and different features between living and non-living beings.

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- Establish relationships between the natural and social environment based on knowledge and observation of some natural phenomena and heritage elements present in the physical environment.
- Identify features of the immediate environment, recognise some signs of cultural, physical and social identity of the Community of Madrid and Spain.
- Participate spontaneously and respectfully with individual differences in complex communicative situations.
- Adjust their communicative repertoire to the proposals, interlocutors and context, exploring the expressive possibilities of different languages.
- Participate in situations in which different languages are used, showing interest and curiosity in them.
- Interpret messages transmitted by means of representations or artistic manifestations, recognising the intentionality of the sender and showing a curious and responsible attitude.
- Make functional use of oral language by increasing their linguistic repertoire and constructing an organised and coherent discourse.
- Use oral language as an instrument to regulate action in interactions with others with security and confidence.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, thumbs up thumbs down.*
- *Students' checklist to evaluate their descriptions.*
- *QR codes from the app Plickers to make students self-assess themselves.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this learning situation, the most important measure to attend to diversity is the scaffolding used, having plenty of visual aids to help students to formulate the questions for the interview. Also, for the speaking part of asking the questions to their families, the language assistant is going to be used, because smaller kids can find it quite difficult.

Also, older kids will have less support and scaffolding in the writing parts than the smaller ones and they will help a lot to the smaller ones, due to the knowledge that they already have.

LEARNING SITUATION 3. THIS IS WHO WE ARE

Objectives: The objectives of this learning situation are to create a sense of identity in our class by finding those touches that characterise us

Grouping: Along this learning situation, students will make a big group to work all together in the product

Challenge/Contextualization: Once we have plenty of information about our countries and nationalities, we are ready to answer the students from England. To do so, we will record a video explaining them our traditions, how is it our school, our hobbies…

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Authentical resources: Our school timetable to see our hobbies and activities.

Product: Video presentation explaining who we are, how is our school and our country.

Benefits: To understand the importance of having our own identity to be able to make a difference with the rest of the people.

CONTENT

Content:
- Traditions of Spain
- Hobbies
- Parts of the school

✓ **Language content 3**: Presentation II

The key competences:
- Linguistic communication
- Digital competence
- Learn to learn
- Social and civic competences
- Cultural awareness and expressions

Contribution to specific competences
- Positive self-image and acceptance of one's own possibilities and limitations.
- The family.
- Groups to which they belong: characteristics, functions and services. Human activity in the environment (usual trades and assessment of their necessity), the environment close to the pupils (house, street, neighbourhood, city, etc.), means of transport and communication, etc.
- Settlements and activities in the environment.
- Celebrations, customs and traditions.
- Interpersonal communication: empathy and assertiveness.
- Social conventions of linguistic exchange in communicative situations which promote respect and equality: attention, active listening, turns of dialogue and alternation. Use of socially established forms of initiating, maintaining and ending a conversation.
- Formal and informal oral texts.
- Communicative intent of messages to evoke and relate facts, to explore knowledge, to express and communicate ideas and feelings.
- Verbalization of the sequence of actions in a planned action. Clear and organised presentation of ideas. Use of sentences of different types (affirmative, negative and interrogative), taking care to use gender and number and the use

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	of verb tenses (present, past and future).

COGNITION	
Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:**	1.1. SS **point/list/name** the typical hobbies in Spain.
- **To know** some hobbies typical in Spain.	
- **To identify** the main traditions in Spain.	1.2. SS **drill/name/** the different traditions that we have in Spain.
- **To identify** the main parts of the school	1.3. SS **point/identify/recognise** the different parts of the school.
-	1.4. SS **match/describe/compare** the typical food of some countries.
2. **Procedural knowledge:**	
- To **record** a video explaining our traditions, culture and showing the different parts of their school and classroom.	2.1. SS **record** a video explaining their traditions and cultures to the student at the school from England and show them their school.
	3.1. SS use a checklist to **assess** themselves and their classmates during the project and the feelings they have had during the activities.
3. **Metacognition:**	
- To **assess** the project using a checklist and identifying the different emotions we had during the different activities.	
	4.1. SS record a video of themselves giving a presentation to students from other school their traditions, cultures and hobbies.
4. **Language:**	
- To **present** in a video their hobbies, traditions, and their school to students from the school in England.	

CULTURE	
Learning goals	**Learning outcomes (standards)**
- To understand the importance of maintaining the cultures of a country and respecting others.	• Ss list and describe traditions and cultures from Spain and from other countries.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Countries of the students from the school (Spain, Morocco, Colombia)
- Nationalities of the students form the school (Spanish, Moroccan, Colombian)
- Typical food (Spanish omelette, cuscus, arepa, tajine, paella, arqeuipe)
- Traditions (Ramadan, Holy Week, Independence day)
- Hobbies (football, reading, judo, listening to music)

Language content for descriptions:

✓ **Grammar:**
- Grammatical structure "I am from Spain, Colombia, Morocco".
- Grammatical structure "I am Spanish, Colombian, Moroccan".
- Present simple to be (I am, you are, he/she/it is, we are, you are, they are)
- Question words (what, who, where, when)
- Question structure "What……. is/are in your country?"
  What sports are practiced in your country?
  Who is the most famous person in your country?
  Where is your school located?
- Grammatical structure of "I like…. /I don't like….."
  ✓ **Lexis:**
- Adjectives for food (hot, cold, spicy, big, small)
- Connectors

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Express concerns, tastes and preferences, with enthusiasm and respect, showing satisfaction and confidence in what has been achieved.
- Respect the sequence associated with daily events and activities, adapting to the routines established for the group and developing respectful behaviour towards others.
- Participate, with a respectful attitude, in activities related to customs present in their environment, showing interest in getting to know them.
- Participate in projects using group dynamics, sharing and valuing their own and other people's opinions, expressing personal conclusions from them.

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- Identify features of the immediate environment, recognising some signs of cultural, physical and social identity of the Community of Madrid and Spain.
- Participate spontaneously and respectfully with individual differences in complex communicative situations.
- Adjust their communicative repertoire to the proposals, interlocutors and context, exploring the expressive possibilities of different languages.
- Participate in situations in which different languages are used, showing interest and curiosity in them.
- Interact with different digital media.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, thumbs up thumbs down.*
- *Students' checklist to evaluate their descriptions.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

On this occasion we are going to have two types of attention to diversity. There is going to be scaffolding for the topic of oral language when pronouncing the sentences in the video, helping the students to have a reference and a model. The younger ones will be able to repeat it but the older ones will have to pronounce it by themselves.

There will also be attention to diversity in the use of digital devices and ICT media in the recording of the videos.

LEARNING SITUATION 4. JUST ENOUGH CARROTS

Objectives: The objectives of this learning situation are to prepare everything for the market that we are going to make and to understand the quantities of the products.

Grouping: Along this learning situation, students will work in groups of three students of different ages to favour the scaffolding

Challenge/Contextualization: We want to prepare something special for the last day of the term, and that is why we wat to thanks the families for their help during this project. We are going to make a festival of cultures and nations, with products and elements typical from there. We need to prepare everything for that day to make a great festival. We decide that we are going to make Spanish omelette for the festival, but to elaborate it, we need to understand the quantities for the recipe. To do so, we read in class and work with the book Just Enough Carrots written by Stuart J. Murphy from the MathStart collection.

Authentic resources: Real menu from a restaurant

Product: Worldwide menu

Benefits: To understand the importance of measure in our daily lives, dealing with real life situations that demand us to measure.

CONTENT	
Content: • Foods of the world • Parts of a menu • Cuantities • Ingredients ✓ **Language content 4***: Information-report I*	**The key competences:** • Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** • Identification of and respect for differences. • Celebrations, customs and traditions. • Qualities or attributes of objects and materials. Colour, shape (flat figures and geometric bodies), size, texture, smell, thickness, temperature... and their physical behaviour (falling, rolling, sliding, bouncing, etc.). Relationships of order, seriation, correspondence, classification and comparison through manipulation, observation and experimentation. • Use of basic quantifiers in contextualised situations: the same as, more than, less than, as many as, many, few, some, none, etc. • Functionality of numbers in everyday life. Counting, establishing relations of comparison and transformation (adding, taking away, distributing, changing) through the manipulation of objects applied to everyday situations. Cardinal and ordinal numbers. Approximation to the numerical series: graphic representation, oral use to count and construct the numerical series. • Situations in which it is necessary to measure. Use of units of measurement (foot, span, etc.) and the standard for exploring measurement quantities. • Other codes of graphic representation: interpretation of images, symbols, numbers, photographs, posters, etc. Comprehension of chronologically sequenced images.

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COGNITION	
Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:**	1.1. SS **point/list/name** typical food from Spain
- **To know** Spanish typical food. - **To identify** the main ingredients for the elaboration of the Spanish omelette. - **To understand** the different terms to refer to quantities. - **To know** food from different parts of the world. -	1.2. SS **drill/name/** the ingredients for the elaboration of a Spanish omelette. 1.3. SS **point/identify/recognise** the typical foo of different countries of the world. 1.4. SS **match/describe/compare** different terms to refer to quantities.
5. **Procedural knowledge:** - To **design** a menu with all the typical foods that are going to be in the festival.	2.3. SS **color/decorate/write** a menu to collect and expose all the typical foods that the families are going to bring the day of the festival.
6. **Metacognition:** - To **assess** their role in the elaboration of the product with a dynamic using colour stickers	3.1. SS use colour stickers to **assess** themselves depending on how they felt during the elaboration of the product.
7. **Language:** - To **write** a menu including the typical food of each country.	1.5. SS collect and write the typical food that our families are going to bring to the festival in a menu.
CULTURE	
Learning goals	**Learning outcomes (standards)**
- To understand the importance of respecting traditions and foods from other countries.	• Ss list typical food and traditions from other countries.

COMMUNICATION
Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Countries of the students from the school (Spain, Morocco, Colombia)
- Nationalities of the students form the school (Spanish, Moroccan, Colombian)
- Typical food (Spanish omelette, cuscus, arepa, tajine, paella, arqeuipe)
- Traditions (Ramadan, Holy Week, Independence day)
- Hobbies (football, reading, judo, listening to music)
- Ingredients (eggs, olive oil, potatoes, onion)

Language content for information reports:

✓ **Grammar:**
- Grammatical structure "I am from Spain, Colombia, Morocco".
- Grammatical structure "I am Spanish, Colombian, Moroccan".
- Present simple to be (I am, you are, he/she/it is, we are, you are, they are)
- Queston structure "What……. is/are in your country?"
- Grammatical structure of "I like…./I don't like….."

✓ **Lexis:**
- Adjectives for food (hot, cold, spicy, big, small)
- Connectors
- Ordinal numbers (first, second, third, fourth, fifth)

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Express concerns, tastes and preferences, with enthusiasm and respect, showing satisfaction and confidence in what has been achieved.
- Respect the sequence associated with daily events and activities, adapting to the routines established for the group and developing respectful behaviour towards others.
- Participate, with a respectful attitude, in activities related to customs present in their environment, showing interest in getting to know them.
- Participate in projects using group dynamics, sharing and valuing their own and other people's opinions, expressing personal conclusions from them.
- Identify features of the immediate environment, recognising some signs of cultural, physical and social identity of the Community of Madrid and Spain.
- Participate spontaneously and respectfully with individual differences in complex communicative situations.
- Adjust their communicative repertoire to the proposals, interlocutors and context, exploring the expressive possibilities of different languages.
- Participate in situations in which different languages are used, showing interest and curiosity in them.
- Interact with different digital media.

Assessment tools:

- *Rubrics for active observation.*

- *Oral and written feedback in order to evaluate the content taught: colour stickers dynamic.*
- *Students' checklist to evaluate their descriptions.*

ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM

In this session, the attention to diversity is going to be focus in the scaffolding given during the writing part of the menu. The younger children will colour in and paste pictures and images of typical foods, while the older children will have to write down and alphabetise all the foods that the families will bring on the day of the festival.

Working in trios of different ages will be a key scaffolding to help each other in the elaboration of the product. The older ones will help the younger ones with those tasks that are more difficult for them, and the language assistant will help the older ones with the tasks of writing and ordering the typical dishes.

LEARNING SITUATION 5. THE WORLD IN MY CLASS

Objectives: The objectives of this learning situation are to carry out the festival in our school inviting all our families and friends, preparing all the products and elaborating our own Spanish Omelette, understanding the importance of following indications and the correct quantities.

Grouping: Along this learning situation, students will work in one big group all together.

Challenge/Contextualization: The big day is just around the corner, and we have to start preparing everything for the country fair to go as well as possible and end the year in the best possible way. We get down to work setting up the whole space, the posters of the products and the food and we make the potato omelette after learning everything we need to know in the previous session.

Authentical resources: Ingredients and typical things from our native countries.

Product: Worldwide festival.

Benefits: To understand the importance of work all together to achieve results and goals. Also to understand other traditions from foreign countries.

CONTENT

Content:	The key competences:
- Foods of the world - Members from our families. - Ingredients ✓ **Language content 5**: Presentations III	• Linguistic communication • Digital competence • Learn to learn • Social and civic competences • Cultural awareness and expressions **Contribution to specific competences** - Identification of and respect for differences. - Celebrations, customs and traditions.

	- Qualities or attributes of objects and materials. Colour, shape (flat figures and geometric bodies), size, texture, smell, thickness, temperature... and their physical behaviour (falling, rolling, sliding, bouncing, etc.). Relationships of order, seriation, correspondence, classification and comparison through manipulation, observation and experimentation. - Use of basic quantifiers in contextualised situations: the same as, more than, less than, as many as, many, few, some, none, etc. - Functionality of numbers in everyday life. Counting, establishing relations of comparison and transformation (adding, taking away, distributing, changing) through the manipulation of objects applied to everyday situations. Cardinal and ordinal numbers. Approximation to the numerical series: graphic representation, oral use to count and construct the numerical series. - Situations in which it is necessary to measure. Use of units of measurement (foot, span, etc.) and the standard for exploring measurement quantities. - Other codes of graphic representation: interpretation of images, symbols, numbers, photographs, posters, etc. Comprehension of chronologically sequenced images.

COGNITION	
Learning goals	**Learning outcomes (standards)**
1. **Declarative knowledge:**	1.1. SS **point/list/name** typical food from the countries of the members of our class.
- **To know** foods from the countries of the members of our class.	
- **To identify** the main steps for the elaboration of the Spanish omelette.	1.2. SS **drill/name/** the steps for the elaboration of a Spanish omelette.
- **To know** the different members of our family	

-	1.3. SS **match/describe/compare** the different members of a family.
2. Procedural knowledge: - To **elaborate** a Spanish omelette following the steps and using the ingredients learnt on the other lesson. - To **demonstrate** all the contents learnt during the project organizing a festival with our families and with food from their countries.	2.1. SS **cook** a Spanish omelet using all the ingredients studied in class and following the steps that we learnt in the past lessons. 2.2. SS **organize** and decorate a festival for their families using all the contents learnt during the project.
3. Metacognition: - To **assess** the the activity using a checklist with different elements of their feelings, participation, knlowdge acquired. - To think and self-assess the entire project using analogic evaluation through pictures.	3.1. SS **assess** themselves and their participation during the project using images and pictures, generating connexions between their experiences and the pictures.
4. Language: - To **present** their families and friends all the things that they have learn during the project and the activities done in class.	4.1. SS **explain** their families and friends all the things that have learnt during the project and the steps followed for the elaboration of the omelette.

CULTURE

Learning goals	Learning outcomes (standards)
- To understand the importance of respecting traditions and foods from other countries.	• Ss list typical food and traditions from other countries.

COMMUNICATION

Coyle, Hood and Marsh (2010)

Language of learning

Key language:

- Countries of the students from the school (Spain, Morocco, Colombia)
- Nationalities of the students form the school (Spanish, Moroccan, Colombian)
- Typical food (Spanish omelette, cuscus, arepa, tajine, paella, arqeuipe)
- Traditions (Ramadan, Holy Week, Independence day)
- Hobbies (football, reading, judo, listening to music)

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- Ingredients (eggs, olive oil, potatoes, onion)
- Members of the family (father, mother, brother, sister, grandfather and grandmother)

Language content for presentations:

✓ **Grammar:**
- Grammatical structure "I am from Spain, Colombia, Morocco".
- Grammatical structure "I am Spanish, Colombian, Moroccan".
- Present simple to be (I am, you are, he/she/it is, we are, you are, they are)
- Queston structure "What……. is/are in your country?"
- Grammatical structure of "I like…./I don't like….."
- Cooking verbs (smash, slice, chop, frying)

✓ **Lexis:**
- Adjectives for food (hot, cold, spicy, big, small)
- Connectors
- Ordinal numbers (first, second, third, fourth, fifth)

Evaluation criteria (OF THE SPECIFIC COMPETENCES) (from Decree 61/2022)

- Express concerns, tastes and preferences, with enthusiasm and respect, showing satisfaction and confidence in what has been achieved.
- Respect the sequence associated with daily events and activities, adapting to the routines established for the group and developing respectful behaviour towards others.
- Participate, with a respectful attitude, in activities related to customs present in their environment, showing interest in getting to know them.
- Participate in projects using group dynamics, sharing and valuing their own and other people's opinions, expressing personal conclusions from them.
- Identify features of the immediate environment, recognising some signs of cultural, physical and social identity of the Community of Madrid and Spain.
- Participate spontaneously and respectfully with individual differences in complex communicative situations.
- Adjust their communicative repertoire to the proposals, interlocutors and context, exploring the expressive possibilities of different languages.
- Participate in situations in which different languages are used, showing interest and curiosity in them.

Assessment tools:

- *Rubrics for active observation.*
- *Oral and written feedback in order to evaluate the content taught: random selection tool, mini-whiteboards.*
- *Students' checklist to evaluate their descriptions.*
- *Analogic Evaluation to self-assess the participation of student and make them reflect about the process.*

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> **ATTENTION TO DIVERSITY IN A MULTIGRADE CLASSROOM**
>
> The attention to diversity in this last part has mainly been to work as a single group, as in this way the younger children will be able to mirror their older peers to learn how to do certain things or perform certain actions that are complicated for them.
>
> The older children also have a basic scaffolding because when they make posters for the products or explain to families what they have learnt during the project, they have a language assistant to help them pronounce and formulate the more complicated words and expressions.
>
> Finally, another scaffolding was the provision of kitchen utensils adapted to their motor limitations.

5. CONCLUSION

Once this proposal has been developed, we can conclude that in multi-grade classrooms we find an infinite number of opportunities to develop innovative projects that transform the classroom into a real and experiential learning situation.

This TFG has been possible because of the internship I was able to do last year in a rural school in Teruel, thanks to a grant I was awarded and thanks to which I carried out research on the impact of Philosophy for Children in rural classrooms. In fact, I have based this annual syllabus in the Rural Grouped School (CRA) where I was for the design and contextualisation of this work, considering the cultural and social reality of these schools, which is forgotten and invisible in our country.

First of all, it is essential to take a look at the objectives we set at the beginning of this work, because in this way, we can realise that they have all been exceeded in an incredible way. The first was to be able to attend to the immense diversity that we find in a rural classroom through CLIL, as it is not easy to teach students of different ages, levels and countries. For this reason, general objectives were established which in turn were broken down into objectives of different cognitive demands, in order to be able to carry out all the activities with all the students.

It has also been possible to corroborate the hypothesis I put forward that thanks to CLIL, learning situations could be generated in the classroom in which different

cognitive levels and language proficiency would favour cooperation and the development of social skills among pupils of different ages. As stated by the authors mentioned in the theoretical framework, allowing the youngest children, despite needing more support and scaffolding, to learn from their older classmates who have more cognitive and linguistic development. On the other hand, the older children will be able to consolidate what they have already learnt by explaining it to the younger ones and acting as real teachers.

It has also been possible to observe the importance of creating learning situations that are realistic and close to our students, taking advantage of the diversity of the classroom and families to generate meaningful learning for them. In this type of classroom where the percentage of foreign families is very high, this should be seen as a source of knowledge and collaboration rather than a barrier. As stated by Berlanga (2003), it is key to work together with the families and with all the near context of our students, as it will make them see the school as something familiar and friendly. Also, as stated by the authors Domingo & Boix (2019), it has been possible to analyze throughout the programming that the context and environment of the rural school favors this type of dynamics much more since its doors are easier to open to the students' environment, making it a school where the family and the teaching team row in the same direction.

Finally, there is an objective that has yet to be achieved, but this work has given me the push and motivation to achieve it, and that is to bring CLIL closer to rural schools so that they can work on it in their classrooms, since it is something that is hardly found, but which, as has been demonstrated, is something very positive and enriching.

The design of this annual syllabus has made me feel that this should not be the end of the story, as there is a lot of research and coordination behind it. For this reason, I have decided that this work is going to be carried out in real life, being able to check the effectiveness of the projects designed, the scaffolding applied and the attention to diversity offered.

Once I started to do this work, I decided to get in touch with the school's management team to present this work and share it with the foreign language

department. This is how next year they are going to apply this work or at least some of the activities by applying everything specified, thus being able to evaluate the effectiveness and draw real conclusions, ensuring that this work does not end up in just a written product.

I would like to thank my family who have been and always will be those teachers who never stop teaching and who are the reason why I have been able to follow this dream of becoming a teacher, even when the road forked towards other goals.

I would also like to thank my teacher Magdalena, who has accepted to direct this project even knowing the situation I was in and how difficult these months have been for me, always being there for me and ready to help me with a smile. You are the example of the teacher I want to be, leading by example and demonstrating that you can also teach from the heart.

Finally, I would like to thank the Colegio Rural Agrupado Somontano Bajo Aragón and the village of La Mata de los Olmos for allowing me to live the dream of becoming a rural teacher and to fall in love with this beautiful teaching that I have discovered with you. Long live the Rural School!

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6.2. Regulations

State legislation

Organic Law 3/2020, of 29 December, which modifies Organic Law 2/2006, of 3 May, on Education.

Royal Decree 95/2022, of 1 February, which establishes the organisation and minimum teaching requirements for pre-primary education.

Autonomous Community legislation

Decree 36/2022, of 8 June, of the Governing Council, which establishes for the Region of Madrid the organisation and curriculum of the Early Childhood Education stage.

Decree 23/2023, of 22 March, of the Governing Council, which regulates the educational attention to the individual differences of students in the Region of Madrid.

Order 460/2023, of 17 February, of the Vice-Presidency, Department of Education and Universities, which regulates aspects of organisation and operation, assessment and pedagogical autonomy in the Early Childhood Education stage in the Region of Madrid.

7. ANNEXES. CURRICULAR CONTENT WORKED ON IN THE ANNUAL SYLLABUS

7.1. Annex 1. Contents

Área I. Crecimiento en armonía	
A. El cuerpo y el control del mismo.	Imagen global y segmentada del cuerpo: características individuales y percepción de los cambios físicos propios y de su relación con el paso del tiempo. Identificación y localización de partes externas e internas del cuerpo. Representación gráfica del esquema corporal. - Imagen positiva de uno mismo, así como aceptación de las posibilidades y limitaciones propias. - Identificación y respeto de las diferencias. - Los sentidos, sus funciones y la estimulación de los mismos. El cuerpo y el entorno: referencias espaciales en relación con el propio cuerpo (arriba-abajo, delante-detrás, cerca-lejos…) y temporales (duración, orden, velocidad, ritmo…). - El movimiento: control de la coordinación, el tono, el equilibrio y los desplazamientos. Habilidades motrices básicas de locomoción (saltos y giros en diferentes ejes) y manipulativas (lanzamientos y recepciones). - Dominio activo del tono y la postura en función de las características de los objetos, acciones y situaciones. - El juego espontáneo y dirigido como actividad placentera y fuente de aprendizaje. Juego sensorial, juego simbólico, juegos de construcción, juegos reglados, etc. Aceptación e integración de las normas de juego. Saber ganar y perder. Rutinas asociadas al juego: guardar, clasificar… - Autonomía en la realización de tareas y regulación del propio comportamiento. Hábitos elementales de organización, constancia, atención, concentración, iniciativa y esfuerzo en la propia actividad.
B. Desarrollo y emociones.	- Herramientas para la gestión de las emociones: identificación, expresión y aceptación y control de las propias emociones, sentimientos, vivencias, preferencias e intereses. - Estrategias de ayuda y colaboración en contextos de juego y rutinas. Ofrecimiento y solicitud de ayuda para sí mismo y para los demás. Valoración de la actitud de ayuda de otras personas. - Estrategias para desarrollar la seguridad en sí mismo, el reconocimiento de sus posibilidades y la asertividad respetuoso hacia los demás. - Aceptación de errores y correcciones: manifestaciones de superación y logro, control de la frustración, error como oportunidad de aprendizaje. - Valoración del trabajo bien hecho: desarrollo inicial de hábitos y actitudes de esfuerzo, constancia, organización, atención e iniciativa. Aceptación de correcciones para mejorar sus acciones.
C. Hábitos de vida saludable para el cuidado de uno mismo y del entorno.	- Necesidades básicas: manifestación, regulación y control personal. - Hábitos y prácticas responsables con el medio ambiente, con la alimentación, la higiene y el descanso. - Actividad física estructurada con diferentes grados de intensidad. - Rutinas: planificación de las acciones para resolver una tarea, normas de comportamiento social en la comida, en el descanso, en la higiene y en los desplazamientos, etc. Mantenimiento de limpieza y orden en el entorno. - Identificación de situaciones peligrosas y prevención de accidentes. Valoración ajustada de los factores de riesgo, adopción de comportamientos de prevención y seguridad en situaciones habituales.

	Actitud de colaboración en situaciones de enfermedad y de pequeños accidentes.
D. Personas y emociones. La vida junto a los demás.	- La familia. - La familia y la incorporación a la escuela. Paso del hogar hasta la adaptación a la escuela. Valoración y respeto de las relaciones afectivas que se establecen en la familia y la escuela. Principales características de la familia (miembros, relaciones de parentesco, lugar que ocupa entre ellos…) y de la escuela (miembros, dependencias, rutinas escolares…). - Habilidades sociales (pedir perdón, pedir permiso, dar las gracias, pedir por favor…), afectivas y de convivencia: comunicación de sentimientos y emociones y pautas básicas de convivencia, que incluyan el respeto a todos y el rechazo a cualquier tipo de discriminación. - Estrategias de autorregulación de la conducta. Empatía y respeto tanto con las personas adultas como con los iguales. - Resolución de conflictos surgidos en interacciones con los otros. Incorporación de pautas adecuadas para resolver conflictos cotidianos mediante el diálogo de forma autónoma. - La amistad como elemento protector, de prevención de la violencia para impulsar habilidades que entre ellas promuevan: el respeto a la vida, al ser humano, a la dignidad, fomentando las relaciones sociales y las buenas acciones. - Fórmulas de cortesía y relación social e interacción social positiva (respeto a las personas mayores, a los padres, a los niños). Actitud de ayuda y cooperación, petición y aceptación de ayuda y valoración de la actitud de ayuda de otras personas. - La respuesta a la diversidad debida a distintas formas de discapacidad y a sus implicaciones en la vida cotidiana. - Juego simbólico. Observación, imitación y representación de personas, personajes y situaciones. - Grupos de pertenencia: características, funciones y servicios. La actividad humana en el medio (oficios habituales y valoración de su necesidad), el entorno próximo al alumnado (casa, calle, barrio, ciudad…), medios de transporte y de comunicación, etc. - Asentamientos y actividades del entorno. - Celebraciones, costumbres y tradiciones.

Área II. Descubrimiento y exploración del entorno	
A. El entorno. Exploración de objetos, materiales y espacios.	- Cualidades o atributos de los objetos y materiales. Color, forma (figuras planas y cuerpos geométricos), tamaño, textura, olor, grosor, temperatura… y su comportamiento físico (caer, rodar, resbalar, botar, etcétera). Relaciones de orden, seriación, correspondencia, clasificación y comparación a través de la manipulación, observación y experimentación. - Uso de cuantificadores básicos en situaciones contextualizadas: igual que, más que, menos que, tantos como, muchos, pocos, alguno, ninguno, etc. - Funcionalidad de los números en la vida cotidiana. Conteo, establecimiento de relaciones de comparación y transformación (añadir, quitar, repartir, cambiar) por medio de la manipulación de objetos aplicada a situaciones de su vida cotidiana. Números cardinales y ordinales. Aproximación a la serie numérica: representación gráfica, utilización oral para contar y construir la serie numérica.

	- Situaciones en que se hace necesario medir. Empleo de unidades de medida (pie, palmo…) y del estándar para la exploración de las magnitudes de medida. - Nociones espaciales básicas en relación con el propio cuerpo, los objetos y las acciones, tanto en reposo como en movimiento: dentro-fuera, encima-debajo, cerca-lejos, juntos-separados, de frente-de lado-de espaldas, izquierda-derecha… - El tiempo y su organización: día-noche, estaciones, ciclos, calendario. Ubicación temporal de actividades de la vida cotidiana. - Indagación sobre el paso del tiempo (pasado, presente, futuro). - Aproximación a los principales hechos del pasado: prehistoria, primeras civilizaciones, hechos fundamentales de la historia, civilizaciones antiguas, modos de vida en el pasado, inventos, hechos relevantes, personajes …
B. Experimentación en el entorno. Curiosidad, pensamiento científico y creatividad.	- Pautas para la investigación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento. - Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; relaciones con las personas adultas, con iguales y con el entorno. - Estrategias y técnicas de investigación: ensayo-error, observación, experimentación, formulación y comprobación de hipótesis, realización de preguntas, manejo y búsqueda en distintas fuentes de información. - Estrategias de planificación, organización o autorregulación de tareas. Iniciativa en la búsqueda de acuerdos en la toma de decisiones. Actitud de escucha y colaboración - Estrategias para proponer soluciones: creatividad, diálogo, imaginación y descubrimiento. - Procesos y resultados. Hallazgos, verificación y conclusiones.
C. Indagación en el medio físico y natural. Cuidado, valoración y respeto.	- Elementos naturales (agua, tierra, aire, fuego). Características y comportamiento (peso, capacidad, volumen, mezclas o trasvases). - Influencia de las acciones de las personas en el medio físico y en el patrimonio. El cambio climático. - Recursos naturales: energías limpias y naturales. Disfrute al realizar actividades en contacto con la naturaleza. Valoración de su importancia para la salud y el bienestar. Repoblación, limpieza y recogida selectiva de residuos. - Fenómenos naturales: identificación y repercusión en la vida de las personas, así como sus causas y consecuencias. - Respeto y protección del medio natural. - Cuidado y protección de los animales. Características generales, observaciones, identificación y clasificación de los seres vivos (semejanzas y diferencias) y materia inerte (sol, rocas, nubes, ríos…). Aproximación al ciclo vital. Obtención de recursos procedentes de los seres vivos. - Respeto por el patrimonio cultural presente en el medio físico. - Aproximación y obtención de información acerca del universo y sus elementos indagando en diferentes fuentes: videos, fotografías, láminas, cuentos… - Observaciones, descubrimiento y descripción del entorno y su sentido: la realidad cultural, histórica, física y social de la Comunidad de Madrid, como parte de España, Europa, Hispanoamérica, el planeta y el universo. Interés y conexión con la realidad próxima y lejana. Interés por participar en actividades sociales y culturales.

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Área III. Comunicación y representación de la realidad	
A. Intención e interacción comunicativa.	- Repertorio comunicativo y elementos de comunicación no verbal (gestos, expresiones faciales, postura corporal…). - Comunicación interpersonal: empatía y asertividad. - Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia. Empleo de las formas socialmente establecidas para iniciar, mantener y terminar una conversación. - El uso del lenguaje para decir la verdad, las mentiras y sus efectos.
B. Las lenguas y sus hablantes.	- Repertorio lingüístico. Conjunto de elementos lingüísticos de cada alumno: fonemas, palabras, construcciones, registros y variedades lingüísticas. - La realidad lingüística del entorno. Fórmulas o expresiones.
C. Comunicación verbal oral. Comprensión-expresión-diálogo.	- El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias. Uso progresivo del léxico, estructuración gramatical, entonación, ritmo y tono adecuado y pronunciación clara. - Textos orales formales e informales. - Intención comunicativa de los mensajes para evocar y relatar hechos, para explorar conocimientos, para expresar y comunicar ideas y sentimientos. - Verbalización de la secuencia de acciones en una acción planificada. Exposición clara y organizada de las ideas. Utilización de oraciones de distinto tipo (afirmativas, negativas e interrogativas), cuidando el empleo del género y número y el uso de tiempos verbales (presente, pasado y futuro). - Discriminación auditiva y conciencia fonológica: identificación de sonidos, asociación fonema-grafema, análisis silábico y fonético, asociación sonido-significado, memoria auditiva, etc., a través de juegos, rimas, poesías, canciones…
D. Aproximación al lenguaje escrito.	- Los usos sociales de la lectura y la escritura como medio de comunicación, información y disfrute. Funcionalidad y significatividad en situaciones comunicativas. - Textos escritos en diferentes soportes: libros, revistas, periódicos, carteles, etiquetas, pictogramas, rótulos, folletos, cuentos, tebeos, etc. - Intención comunicativa y acercamiento a las principales características textuales y paratextuales. Diferenciación entre las formas escritas y otras formas de expresión gráfica. Identificación de palabras escritas muy significativas y usuales. Primeras formas para la interpretación y compresión. - Las propiedades del sistema de escritura. - Aproximación al código escrito, evolucionando desde las escrituras indeterminadas y respetando el proceso evolutivo. Relaciones entre el lenguaje oral y escrito. - Otros códigos de representación gráfica: interpretación de imágenes, símbolos, números, fotografías, carteles… Comprensión de imágenes secuenciadas cronológicamente. - Iniciación a estrategias de búsqueda de información, reelaboración y comunicación. - Situaciones de lectura individual o a través de modelos lectores de referencia. Interés en la escucha de narraciones, explicaciones o descripciones.

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	- Iniciación al desarrollo perceptivo-motriz de la escritura: orientación espaciotemporal, esquema corporal, discriminación de figuras y memoria visual. El trazo: direccionalidad, linealidad, orientación izquierda-derecha, distribución y posición al escribir.
E. Aproximación a la educación literaria.	- Textos literarios infantiles orales y escritos (cuentos, historias, poesías, rimas, adivinanzas, canciones, retahílas…) adecuados al desarrollo infantil. Memorización y recitado de algunos textos literarios disfrutando de las sensaciones que el ritmo, la rima y la belleza de las palabras producen. - Vínculos afectivos y lúdicos con los textos literarios. Participación creativa en juegos lingüísticos y dramatización de textos literarios para divertirse y aprender. - Conversaciones y diálogos en torno a textos literarios que fomenten la libertad de expresión, la curiosidad, la imaginación, la valentía, la bondad y la generosidad. Interés por compartir interpretaciones, sensaciones y emociones provocadas por las producciones literarias. - Utilización de la biblioteca como fuente de información, entretenimiento y disfrute. Manejo, cuidado y valoración de los cuentos y los libros.
I. Alfabetización digital.	- Aplicaciones y herramientas con distintos fines: creación, comunicación, aprendizaje, disfrute y búsqueda de información. - Uso responsable de las tecnologías. La necesidad de un uso moderado de los medios audiovisuales: control del tiempo de uso, medios adecuados a la edad, etc. Distinción entre la realidad y la representación audiovisual. - Lectura e interpretación crítica de imágenes e información recibida a través de los medios. - Función educativa de los dispositivos y elementos tecnológicos.
J. Lengua Extranjera.	- Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica. - Actitud positiva hacia la lengua extranjera e interés por participar en interacciones orales, en rutinas y situaciones habituales de comunicación. - Comprensión de la idea global de textos orales sencillos, en lengua extranjera, en situaciones habituales del aula y cuando se habla de temas conocidos y predecibles. - Expresión oral en lengua extranjera: adquisición de vocabulario básico. Comprensión y formulación de mensajes, preguntas y órdenes sencillas. Uso de normas socialmente establecidas para iniciar, mantener y terminar una conversación (saludar, despedirse, dar las gracias, etc.). Comprensión y reproducción de poesías, canciones, adivinanzas.

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Área I. Crecimiento en armonía	
SPECIFIC COMPETENCES	EVALUATION CRITERIA
1. Progresar en el conocimiento y control de su cuerpo y en la adquisición de distintas estrategias, adecuando sus acciones a la realidad del entorno de una manera segura, para construir su imagen.	1.1. Progresar en el conocimiento de su cuerpo ajustando acciones y reacciones y desarrollando el equilibrio, la percepción sensorial y la coordinación en el movimiento. 1.2. Manifestar sentimientos de seguridad personal en la participación en juegos y en las diversas situaciones de la vida cotidiana, confiando en las propias posibilidades y mostrando iniciativa. 1.3. Manejar diferentes objetos, útiles y herramientas en el juego y en la realización de tareas cotidianas, mostrando un control progresivo y de coordinación de movimientos de carácter fino. 1.4. Participar en juegos organizados o espontáneos con curiosidad y divirtiéndose.
2. Reconocer, manifestar y regular sus emociones expresando necesidades y sentimientos para lograr una seguridad emocional y afectiva.	2.1. Identificar y expresar sus necesidades y sentimientos ajustando el control de sus emociones. 2.2. Ofrecer y pedir ayuda en situaciones cotidianas, valorando los beneficios de la cooperación y la ayuda. 2.3. Expresar inquietudes, gustos y preferencias, con entusiasmo y respeto, mostrando satisfacción y seguridad sobre los logros conseguidos.
3. Adoptar modelos, normas y hábitos, desarrollando la confianza en sus posibilidades, para promover un estilo de vida saludable y responsable.	3.1. Realizar actividades relacionadas con el cuidado de uno mismo, con el cuidado del entorno y con actitud de respeto. 3.2. Respetar la secuencia asociada a los acontecimientos y actividades cotidianas, adaptándose a las rutinas establecidas para el grupo y desarrollando comportamientos respetuosos hacia los demás.
4. Establecer interacciones sociales para construir su identidad y personalidad en libertad, valorando la importancia de la amistad, el respeto y la empatía.	4.1. Participar con iniciativa en juegos y actividades relacionándose con otras personas con actitudes de afecto, empatía, generosidad y amor al prójimo, respetando los distintos ritmos individuales y evitando todo tipo de discriminación. 4.2. Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus compañeros. 4.3. Participar activamente en actividades relacionadas con la reflexión sobre las normas sociales que regulan la convivencia y promueven valores como el respeto a los demás. 4.4. Desarrollar destrezas y habilidades para la gestión de conflictos de forma positiva, aprendiendo a buscar la verdad, a no mentir, a defender a quien lo necesite y a no tener miedo. Además, proponer alternativas creativas y teniendo en cuenta el criterio de otras personas. 4.5. Participar, desde una actitud de respeto, en actividades relacionadas con costumbres presentes en su entorno, mostrando interés por conocerlas.

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Área II. Descubrimiento y exploración del entorno	
SPECIFIC COMPETENCES	EVALUATION CRITERIA
1. Identificar las características de materiales, objetos y establecer relaciones entre ellos, mediante la exploración, la manipulación sensorial, el manejo de herramientas sencillas y el desarrollo de destrezas lógico-matemáticas.	1.1. Establecer distintas relaciones entre los objetos a partir de sus cualidades o atributos, mostrando curiosidad e interés. 1.2. Emplear los cuantificadores básicos más significativos en el contexto del juego y en las relaciones con los demás. 1.3. Ubicarse adecuadamente en los espacios habituales, tanto en reposo como en movimiento, aplicando sus conocimientos acerca de las nociones espaciales básicas y jugando con el propio cuerpo y con objetos. 1.4. Identificar las situaciones cotidianas en las que es preciso medir, utilizando el cuerpo u otros materiales y herramientas para efectuar las medidas. 1.5. Organizar su actividad, ordenando las secuencias y utilizando las nociones temporales básicas. 1.6. Utilizar nociones temporales básicas para investigar sobre el paso del tiempo y descubrir algunos hechos del pasado.
2. Desarrollar, los procedimientos del método científico, a través de procesos de observación y manipulación de objetos, para iniciarse en la interpretación del entorno y responder a las situaciones y retos que se plantean.	2.1. Gestionar situaciones, dificultades, retos o problemas mediante la planificación de secuencias de actividades, la manifestación de interés e iniciativa y el trabajo con sus compañeros. 2.2. Canalizar la frustración ante las dificultades o problemas mediante la aplicación de diferentes estrategias. 2.3. Plantear ideas acerca del comportamiento de ciertos elementos o materiales, comprobándolas a través de la manipulación y la actuación sobre ellos. 2.4. Utilizar diferentes estrategias para la toma de decisiones de manera autónoma, afrontando el proceso de creación de soluciones en respuesta a los retos que se le planteen. 2.5. Programar secuencias de acciones o instrucciones para la resolución de tareas analógicas y digitales. 2.6. Participar en proyectos utilizando dinámicas de grupo, compartiendo y valorando opiniones propias y ajenas, expresando conclusiones personales a partir de ellas.
3. Reconocer elementos y fenómenos de la naturaleza, mostrando interés por los hábitos que inciden sobre ella, para apreciar la importancia del cuidado y la conservación del entorno.	3.1. Mostrar una actitud de respeto, cuidado y protección hacia el medio natural y los animales, identificando el impacto de algunas acciones humanas. 3.2. Identificar rasgos comunes y diferentes entre seres vivos e inertes. 3.3. Establecer relaciones entre el medio natural y social a partir de conocimiento y observación de algunos fenómenos naturales y de los elementos patrimoniales presentes en el medio físico. 3.4. Identificar rasgos del entorno próximo, reconocer algunas señas de identidad cultural, física y social de la Comunidad de Madrid y de España. 3.5. Participar en actividades sociales y culturales de la Comunidad de Madrid y de España.

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Área III. Comunicación y representación de la realidad	
SPECIFIC COMPETENCES	EVALUATION CRITERIA
1. Manifestar interés por interactuar en situaciones cotidianas y el uso de su repertorio comunicativo, para expresar sus necesidades e intenciones.	1.1. Participar de manera espontánea y respetuosa con las diferencias individuales en situaciones comunicativas de complejidad. 1.2. Ajustar su repertorio comunicativo a las propuestas, a los interlocutores y al contexto, indagando en las posibilidades expresivas de los diferentes lenguajes. 1.3. Participar en situaciones de uso de diferentes lenguas, mostrando interés y curiosidad por las mismas. 1.4. Interactuar con distintos medios digitales.
2. Interpretar y comprender mensajes y representaciones apoyándose en conocimientos y recursos de su propia experiencia para responder a las demandas del entorno.	2.1. Interpretar de forma eficaz los mensajes e intenciones comunicativas de los demás. 2.2. Interpretar los mensajes transmitidos mediante representaciones o manifestaciones artísticas reconociendo la intencionalidad del emisor y mostrando una actitud curiosa y responsable. 2.3. Mostrar interés por conocer y comprender mensajes muy sencillos en lengua extranjera relacionados con rutinas y situaciones cotidianas.
3. Producir mensajes de manera eficaz, personal y creativa utilizando diferentes lenguajes, descubriendo los códigos de cada uno de ellos.	3.1. Hacer un uso funcional del lenguaje oral aumentando su repertorio lingüístico y construyendo un discurso organizado y coherente. 3.2. Utilizar el lenguaje oral como instrumento regulador de la acción en las interacciones con los demás con seguridad y confianza. 3.3. Evocar y expresar espontáneamente ideas a través del relato oral. 3.4. Elaborar creaciones plásticas explorando y utilizando diferentes materiales y técnicas, y participando activamente en el trabajo en grupo cuando se precise. 3.5. Interpretar propuestas dramáticas y musicales, utilizando y explorando diferentes instrumentos, recursos o técnicas. 3.6. Ajustar armónicamente su movimiento al de los demás y al espacio como forma de expresión corporal libre, manifestando interés e iniciativa. 3.7. Expresarse de manera creativa, utilizando diversas herramientas o aplicaciones. 3.8. Adquirir y utilizar, de manera gradual y acorde al nivel madurativo, vocabulario y expresiones sencillas en lengua extranjera relacionadas con rutinas y situaciones habituales de comunicación.
4. Participar por iniciativa propia en actividades relacionadas con textos escritos, mostrando interés y curiosidad.	4.1. Mostrar interés por comunicarse a través de códigos escritos, convencionales o no, valorando su función comunicativa. 4.2. Identificar, de manera acompañada, alguna de las características textuales y paratextuales mediante la indagación en cualquier tipo de textos. 4.3. Recurrir a la biblioteca como fuente de información y disfrute, respetando sus normas de uso. 4.4. Mostrar interés por participar en actividades que favorezcan la iniciación al desarrollo perceptivo-motriz de la escritura.

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5. Valorar las diferentes lenguas presentes en su entorno, así como otras manifestaciones culturales.	5.1. Relacionarse con normalidad en la variedad lingüística y cultural de su entorno.
	5.2. Participar en interacciones comunicativas en lengua extranjera iniciándose en el uso de normas socialmente establecidas para comenzar, mantener y terminar una conversación relacionadas con rutinas y situaciones cotidianas.
	5.3. Participar en actividades de aproximación a la literatura infantil, explorando y apreciando la belleza del lenguaje literario.
	5.4. Mostrar una actitud positiva durante la aproximación a textos literarios en lengua extranjera tales como cuentos, pequeños poemas, leyendas…
	5.5. Expresar emociones, ideas y pensamientos a través de manifestaciones artísticas y culturales, disfrutando del proceso creativo.
	5.6. Expresar gustos, preferencias y opiniones sobre distintas manifestaciones artísticas, explicando las emociones que produce su disfrute.

8. APPENDICES

8.1. Appendix 1: Learning situation 8. Weatherkids

8.1.1. Screenshot of the weatherman for the introduction.

8.1.2. Link for the video of the weatherman.
https://youtu.be/tR7ox73QnTY

8.1.3. Flashcards with the weather conditions.

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SNOWY

RAINY

CLOUDY

8.1.4. Memory game of the Weather Conditions.

RAINY

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SNOWY

SUNNY

CLOUDY

8.1.5. Book "Don't Throw that Away".

8.1.6. Graphic Organizer to classify the rules of the three R.
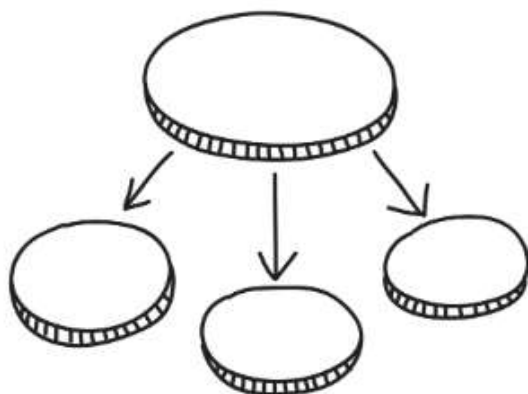
8.1.7. Flash cards of the three r.

RULE OF THREE "R"

8.1.8. Worksheet of concepts.

8.1.9. Find the differences between landscapes.

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IT HAS RAINED _____

THE RAIN GAUGE IS _____

EMPTY/FULL/IN THE MIDDLE

**THE WATER
IS IN THE MARK**_____

8.1.11.   Template to collect the data from the Rain Gauge daily.
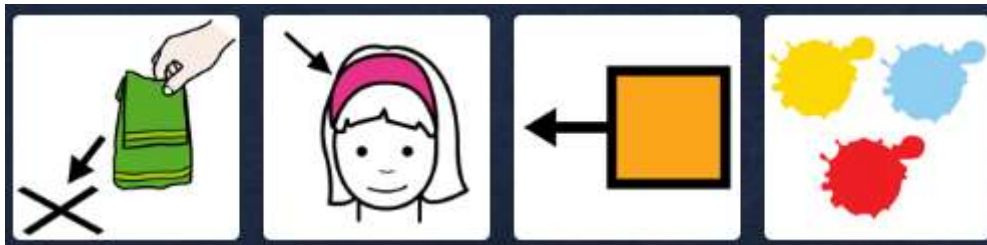
RAINING DIARY

	IT HAS RAIN? YES/NO	THE MARK IS IN NUMBER
MONDAY		_____
TUESDAY		_____
WENSDAY		_____
THURSDAY		_____
FRIDAY		_____

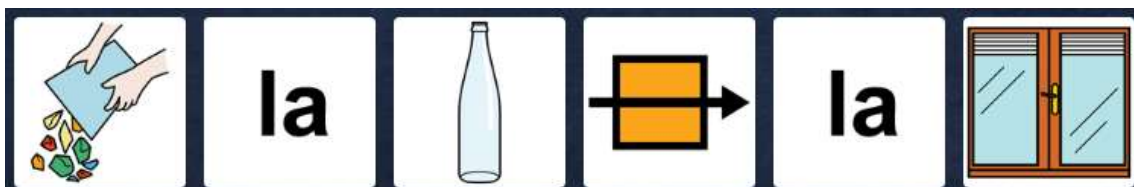Unai Díez Santaolalla

1.
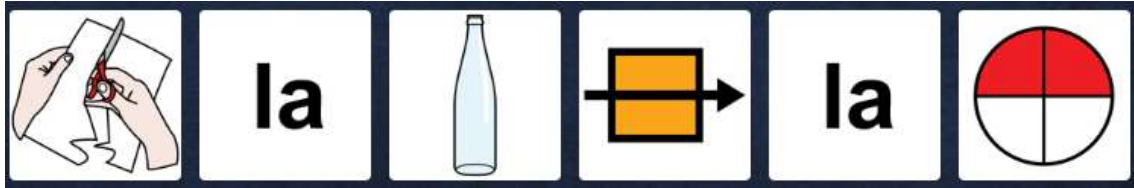
2.

3.
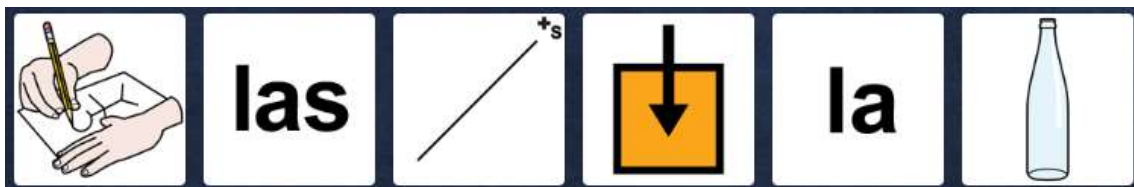
4.

5.

8.1.13.   Model of Rain Gauge with recycled materials.

8.1.14.　Pupils putting the marks on the rain gauge after having tried to make the marks with different containers.

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8.2. Appendix 2: Evaluation tools

8.2.1. Rubric for Collaborative Work.

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in	Usually provides useful ideas when participating in	Sometimes provides useful ideas when participating in	Rarely provides useful ideas when participating in
Attitude	Never is publicly critical of the project or the work of others.	Rarely is publicly critical of the project or the work of others.	Occasionally is publicly critical of the project or the work of other	Often is publicly critical of the project or the work of other
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out	Does not try to solve problems or help others solve problems.
Time-management	Routinely uses time well throughout the project to ensure	Usually uses time well throughout the project, but may	Tends to procrastinate, but always gets things done by	Rarely gets things done by the deadlines AND group has to
Working with Others	Almost always listens to, shares with, and supports the	Usually listens to, shares, with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others,	Rarely listens to, shares with, and supports the efforts of others.

8.2.2. Plickers Evaluation.
https://www.plickers.com/seteditor/661ec23e28ce3de343565105

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8.2.3. Self-Assessment Checklist.

MY PROGRESS

NAME:

YES	NO	
☐	☐	Learn about the weather conditions
☐	☐	Try to speak in English
☐	☐	Work with my classmates
☐	☐	Raise my hand
☐	☐	Respect the materials
☐	☐	Use careful the tools
☐	☐	Learn the use of the weather tools
☐	☐	Participate in the elaboration of the Rain Gauge
☐	☐	Understand how to read the information
☐	☐	Have fun during the project

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