TRABAJO DE FIN DE GRADO

Doble grado de Educación Primaria y Educación Infantil

Programación Didáctica dirigida a 2º de Educación Primaria

Exploring the magic in Disney World: A magical journey into English

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1.INTRODUCTION

Teaching English and other subjects goes beyond the classroom. Teachers should plan an annual teaching programme that includes learning objectives, evaluation criteria, diversity strategies, methodologies and other important aspects. This planning is key to ensuring the learning and progress of the students.

Nowadays in education, it is essential to look for methods that make learning more dynamic, inclusive and fun. This final degree project is based on an innovative didactic proposal that aims to teach English to second grade students, using the world of Disney as a common thread. Through an educational game, students are immersed in a playful experience that not only allows them to learn the language, but also to develop important skills such as collaboration, creativity, and autonomy.

The project focuses on gamification, challenge-based learning and Universal Design for Learning (UDL), which allows activities to be adapted to children's different learning styles and rhythms. In this way, it is sought that all students, regardless of their needs and abilities, can actively participate and feel motivated in the learning process. In addition, the proposal is designed to promote inclusion, considering special educational needs and offering alternatives so that everyone can advance in their learning at their own pace.

In summary, this project aims to create a stimulating, accessible and entertaining educational environment, where students can learn English in a fun and meaningful way, while developing their personal and social skills.

2.THEORETICAL AND NORMATIVE BASIS OF PROGRAMMING

Teaching English in Primary education requires an approach that combines structured planning with motivating activities. This End-of-degree project (TFG) therefore proposes an innovative didactic programme based on a game board inspired by the map of Disneyland Paris. The design focuses on a thematic tour where each stop represents an opportunity to work on a topic related to the vocabulary and structures of English, adapted to students in second year of Primary.

This syllabus is regulated by Royal Decree 157/2022, which establishes the general objectives of primary education, and Decree 155/2022, which regulates the curriculum in Galicia, where the CEIP Torre-Illa is located. This policy framework highlights the importance of foreign language learning from an early age, fostering communicative skills that enable pupils to be involved in a global context.

As for the Galician education law used in this project, it presents some differences compared that of the Community of Madrid. The most relevant, in my opinion, is the distribution of content. In other words, several points that appear in the CM curriculum are organized differently in Galician regulations or, in some cases, they are simply not included.

For example, what in the CM curriculum is called "Specific Competencies", in Galician educational legislation is known as "Area Objectives" (Point 4). Likewise, the contents, called in this way in the CM curriculum, are called "Blocks" in the Galician regulations.

The project is based on an interactive game that uses the map of Disneyland Paris as a board, with a tour of different thematic areas of the park, such as castles, markets and natural environments. Throughout the game, nine teaching units are carried out, which cover contents such as physical description, elements of the environment, food vocabulary, body parts, directions and daily activities. These units are designed to develop the four language skills (listening, speaking, reading and writing) in an integrated and contextualised way.

The methodology focuses on a playful and participatory approach, where students advance on the board overcoming language challenges related to each

stop. This design encourages motivation, curiosity and active involvement of the students, which are key elements in learning a second language.

In addition, this syllabus considers the individual differences of the students by applying the Universal Design for Learning (UDL), as recommended by the LOMLOE (Ley Orgánica de Modificación de la LOE). This ensures that the activities are inclusive and adapted to different levels and rhythms of learning. Visual, manipulative and technological resources are used to facilitate the understanding and participation of the whole group, including reinforcement and expansion activities according to the specific needs of each student.

The aim is to provide a flexible tool that organises learning, promotes language skills and adapts to the needs of the student to ensure effective teaching.

3. CONTEXTUALIZATION

This syllabus is focused on the implementation of an English language teaching programme at CEIP Torre Illa, a public school located in Illa de Arousa, an island situated in the province of Pontevedra, in the Autonomous Community of Galicia, a region in the north-west of Spain. The location of the centre is one of the main strengths, as it allows students to grow and learn in privileged natural environment. Proximity to the sea and natural environment as part of learning, fostering environmental awareness and respect for nature.

CEIP Torre Illa is aimed at pre-school and primary school students, accessible to students from 3 to 12 years old. This syllabus focuses on students of 2nd Primary. This grade group is especially interesting, as at this level students begin to consolidate key skills such as reading, writing and logical thinking while developing social and emotional skills.

The profile of the students reflects the local community of Illa de Arousa, which is characterised by its strong links with the maritime sector and an established Galician cultural tradition. The centre promotes inclusion and equality, adapting to the particularities of each student through specific measures of attention to diversity.

CEIP Torre Illa not only focused on traditional curricular contents, but also promotes a broader and more enriching education through different plans and projects:

- *BenestArt*: This project has the objective of promoting the emotional well-being of students using art as the main tool. Activities include drawing, music and theatre workshops, helping children express their emotions and improving their creativity.

- *Normalización lingüística* (Linguistic normalization): This plan looks for using Galician language in school and on the daily life of the students. Doing activities as reading Galician books, literacy contest and cultural journeys.

- *Carcamán TV* and *Radio Carcamán*: These initiatives give students a voice through a scholar television and radio. Students are actively involved

creating content, from reports and interviews to entertainment programs, developing communication skills and techniques.

- *Biblioteca escolar (School library):* The library is a dynamic space in the school. Besides fomenting literacy habits, organises activities as storytelling, creative writing workshops and themed exhibitions.

- *Actividades medioambientales (Environmental activities):* Taking advantage from centre´s location, projects related to care of the natural environment are developed, such as cleaning beaches and studying marine ecosystems.

- *Polos Creativos (Creative Polos):* It is a project promoted by the Xunta de Galicia with the purpose of promoting educational innovation and digitalization in the schools of the autonomous community. The initiative materialized through the "Polos Creativos", spaces equipped with cutting-edge technology, such as 3D printers, robotics kits, virtual reality devices, laser cutters and sewing machines. Its main objective is to enhance creativity, critical thinking and digital skills in students.

CEIP Torre Illa combines tradition and modernity, offering its students a comprehensive education that makes use of natural environment and promotes the Galician cultural identity. Its innovative projects and inclusive approach make it an educational reference that prepares students to grow as creative, responsible and committed people in their community.

Related to school resources, there are four buildings, one of them is for preschool, another is the physical education hall and, the other ones are for primary education. The school has two class-groups per level, that is, there are two classes per year, from 1st to 6th grade of primary school except for 4th grade. Starting with the smallest primary building, in this block are the 6th and 4th grade classrooms, the library and the religion classroom.

In the largest building, there are all the teachers' offices; the PT and AL classrooms; the computer room; the Creative Poles classroom, the two English classrooms, the one for the older ones (3rd, 5th and 6th) and the one for the lower

grades (1st, 2nd and 4th); the music classroom; and the ordinary classrooms of the 1st, 2nd, 3rd and 5th years.

As for human resources, there is one tutor per class (11), English teachers (2), physical education teachers (2); music teacher (1); religion teacher (1) and PT (2). If we specify more in the English teachers, who also teach Arts and crafts, in addition to there being 2 there is also a language assistant in the school who distributes his schedule between the two English teachers in both subjects (English and Arts and crafts).

Unlike the Decree 61/2022, the Decree 155/2022, organizes the hours differently due to the hours of the co-official language, Galician.

In 2nd grade, the hours are divided as follows: for Spanish language and literature there are 4 hours per week, for Galician language and literature 4 hours and, finally for foreign language, in this case English, they have 2 hours per week.

4. OBJECTIVES

Below is the table with the key objectives of the subject of English as a foreign language, which guide the development of this work, as specified in Galicia´s regional curriculum for Primary Education, on Decree 155/2022

OBJETIVOS DEL ÁREA	
OBJ1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.	La comprensión supone recibir y procesar información, lo que conlleva el enriquecimiento del repertorio lingüístico individual. En la etapa de la educación primaria, la comprensión es una destreza comunicativa que se debe desarrollar a partir de textos breves y sencillos, orales, escritos y multimodales, sobre temas cotidianos, de relevancia personal para el alumnado, expresados de forma clara y usando la lengua estándar. La comprensión, en este nivel, implica entender el sentido general e información específica y predecible para satisfacer necesidades comunicativas relacionadas con prioridades inmediatas del alumnado. Para ello, es necesario activar las estrategias más adecuadas al desarrollo psicoevolutivo y a las necesidades del alumnado, a fin de facilitar la comprensión de la información expresada en los textos y de entender enunciados cortos y sencillos, con ayuda, si fuera necesario, de distintos tipos de apoyo. Entre las estrategias de comprensión más útiles para el alumnado se encuentran el lenguaje no verbal, las imágenes, la repetición o la segunda lectura, la transferencia e integración de los conocimientos, las destrezas y las actitudes de las lenguas que conforman su repertorio lingüístico. Incluye la interpretación de formas de representación básicas (escritura, imagen, gráficos, tablas, sonidos, gestos, etcétera), y también información contextual (elementos extralingüísticos) y cotextual (elementos lingüísticos) que le permita comprobar la hipótesis inicial con respeto al sentido global del texto, así como exponer hipótesis alternativas se fuera necesario. Además de estas estrategias, la búsqueda de información, en soportes tanto analógicos como digitales, constituye un método de gran utilidad para la comprensión, pues permite contrastar, validar y sustentar la información. Los procesos de comprensión requieren contextos de diálogo que favorezcan la construcción de un saber conjunto y que estimulen la identificación de prejuicios y estereotipos de cualquier tipo, así como el interés genuino por las diferencias y similitudes étnico-culturales
OBJ2. Producir textos sencillos de manera comprensible y estructurada, mediante el	▪ La producción engloba tanto la expresión oral como la escrita y la multimodal. En esta etapa, la producción debe dar lugar a la redacción y a la exposición de textos breves y sencillos, planificados, sobre temas cotidianos y de relevancia personal para el alumnado, y expresados con creatividad y claridad. La producción, en diversos formatos y soportes, puede incluir en esta

empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	etapa la exposición de una pequeña descripción o anécdota sencilla, una presentación formal de extensión breve o una narración sencilla de textos que expresen hechos y sentimientos cotidianos, mediante herramientas digitales y analógicas, así como la búsqueda guiada de información en internet como fuente de documentación. En su formato multimodal, la producción incluye el uso conjunto de diferentes recursos: la escritura, la imagen, el sonido, los gestos, etcétera, junto con la selección guiada y la aplicación de lo más adecuado en función de la tarea que se va a desarrollar. ▪ Las actividades vinculadas con la producción de textos cumplen funciones importantes en los ámbitos personal, social y educativo y existe un valor social y cívico concreto asociado a ellas. La destreza en las producciones más formales en diferentes soportes no se adquiere de forma natural, sino que es producto del proceso de aprendizaje. En esta etapa tiene lugar el primer acercamiento a las producciones formales, lo que supone un aprendizaje guiado de aspectos formales básicos de cariz más lingüístico, sociolingüístico y pragmático; de las expectativas y convenciones más comunes asociadas al género empleado; de herramientas sencillas de producción; y del soporte utilizado. Las estrategias que permiten la mejora de la producción, tanto formal como informal, en la educación primaria comprenden, entre otras, la planificación y la compensación a través del lenguaje verbal y no verbal.
OBJ3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos	▪ La interacción implica a dos o más participantes en la construcción de un discurso. Se considera el origen de la comunicación y comprende funciones interpersonales, cooperativas y transaccionales. En la interacción entran en juego la cortesía lingüística y la etiqueta digital, los elementos verbales y no verbales de la comunicación, así como la adecuación a los distintos géneros de conversación más frecuentes, tanto orales como escritos y multimodales, en contextos analógicos y virtuales. En esta etapa de la educación se espera que los intercambios de información sean breves y sencillos y aborden temas cotidianos y predecibles, y de relevancia personal para el alumnado. ▪ Esta competencia específica es fundamental en el aprendizaje, pues incluye estrategias de inicio, mantenimiento y/o conclusión de conversaciones básicas, así como estrategias elementales para indicar que no se entendió el mensaje y para solicitar repetición. Además, la adquisición de las normas y principios que conforman la cortesía lingüística y la etiqueta digital prepara para el ejercicio de una ciudadanía democrática, responsable, respetuosa, inclusiva, segura y activa.

con las normas de cortesía.	
OBJ4. Mediar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, a fin de facilitar la comunicación.	▪ La mediación es la actividad del lenguaje consistente en explicar y facilitar la comprensión de mensajes o textos a partir de estrategias como la reformulación, de manera oral o escrita. En la mediación, el alumnado debe actuar como un agente social encargado de crear puentes y ayudar a construir o expresar mensajes en forma de conversación o expositiva, no solo entre lenguas distintas, sino también entre distintas modalidades o registros dentro de una misma lengua. En la educación primaria, la mediación está orientada al procesamiento y a la transmisión de información básica y sencilla entre usuarios o a partir de textos sobre asuntos cotidianos y de relevancia personal, conocidos previamente por el alumnado, pudiendo emplear tanto medios convencionales como aplicaciones o plataformas virtuales para interpretar y compartir contenidos. ▪ La mediación favorece el desarrollo del pensamiento estratégico del alumnado, en tanto que supone que este elija adecuadamente destrezas y estrategias de su repertorio para lograr una comunicación eficaz, pero también para favorecer la participación propia y de otras personas en entornos cooperativos de intercambios de información. Asimismo, implica reconocer los recursos disponibles y promover la motivación de los demás y la empatía, comprendiendo y respetando las diferentes motivaciones, ideas y circunstancias personales de los interlocutores. En consecuencia, se espera que el alumnado muestre empatía y respeto como elementos esenciales para una idónea mediación en esta etapa
OBJ5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la	▪ El uso del repertorio lingüístico y la reflexión sobre su funcionamiento están vinculados con el enfoque plurilingüe de la adquisición de lenguas. El enfoque plurilingüe parte del hecho de que las experiencias del alumnado con las lenguas que conoce sirven de base para la ampliación y mejora del aprendizaje de lenguas nuevas y lo ayudan a desarrollar y enriquecer su repertorio lingüístico plurilingüe y su curiosidad y sensibilización cultural. En la educación primaria el alumnado se inicia en esa reflexión y empieza a establecer las relaciones entre las que conforman sus repertorios individuales, analizando sus semejanzas y diferencias a fin de ampliar conocimientos y estrategias. De este modo, se favorece el aprendizaje de nuevas lenguas y se mejora la competencia comunicativa. La reflexión sobre las lenguas y su funcionamiento implica que el alumnado entienda sus relaciones, pero, además, contribuye a que identifique las fortalezas y carencias propias en el terreno lingüístico y comunicativo, tomando conciencia de los

respuesta a necesidades comunicativas concretas en situaciones conocidas.	conocimientos y de las estrategias a su disposición. En este sentido, supone también la puesta en marcha de destrezas básicas para hacerles frente a la incertidumbre, al sentido de la iniciativa y a la perseverancia en la consecución de los objetivos o a la toma de decisiones. ▪ Además, el conocimiento de distintas lenguas permite reconocer y apreciar la diversidad lingüística de la sociedad como un aspecto cotidiano y positivo. La selección, configuración y aplicación de los dispositivos y herramientas tanto analógicas como digitales para la construcción e integración de nuevos contenidos sobre el repertorio lingüístico propio puede facilitar la adquisición y mejora del aprendizaje de otras lenguas.
OBJ6. Apreciar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.	▪ La interculturalidad supone experimentar la diversidad lingüística, cultural y artística del entorno, reconociéndola y valorándola como fuente de riqueza social. En la educación primaria, la interculturalidad, que favorece el entendimiento con los demás, merece una atención específica porque, a diferencia de otros aspectos, es probable que no se encuentre en la experiencia previa del alumnado, que su percepción esté distorsionada por los estereotipos y constituya el origen de ciertos tipos de discriminación. El reconocimiento y aprecio de la diversidad debe permitirle al alumnado aprender a gestionar situaciones interculturales cotidianas. ▪ La conciencia de la diversidad le proporciona al alumnado la posibilidad de relacionar distintas culturas. Además, sienta las bases para el desarrollo de una sensibilidad artística y cultural, y la capacidad de identificar y utilizar una gran variedad de estrategias que le permitan establecer relaciones con personas de otras culturas. Las situaciones interculturales que se pueden plantear en la etapa de la educación primaria durante la enseñanza de la lengua extranjera le permiten al alumnado abrirse a nuevas experiencias, ideas, sociedades y culturas, mostrando interés y respeto por lo diferente; relativizar la propia perspectiva; además de distanciarse y rechazar las actitudes sustentadas sobre cualquier tipo de discriminación o refuerzo de estereotipos, mostrando interés por comprender elementos culturales y lingüísticos básicos que fomenten la convivencia pacífica, el respeto por los demás, la sostenibilidad y el ejercicio de la ciudadanía democrática.

5. KEY COMPETENCES

This section includes the most important features of Decree 155/2022, which establishes the Primary Education curriculum. This decree defines the competencies that students must develop throughout their learning process, as well as the objectives, evaluation, criteria and methodological guidelines that must be followed. First, each competency is explained according to its importance when we are teaching English and how they should be integrated into different activities and strategies of this project.

This approach allows the didactic units to not only focus con the linguistic knowledge acquirement but also on the integral development of the key competences established by the national curriculum (Royal Decree 157/2022) and further developed in the Decree 12/2022 for Galicia, promoting active, reflective and contextualizes learning that prepares students to face the challenges of today´s world.

-Linguistic communication competence

This competence is developed on a cross curricular way in the programming through oral, comprehension and written production activities. Students participate in debates, oral presentations, descriptions and written texts related to the topics from different units. Even active listening and real communication situation interactions are promoted. Those works foments the fluency, grammatical precision and the extension of the English vocabulary improvement, very important for an effective communication.

CCL1: Express facts, thoughts, opinions, and feelings clearly and appropriately in different contexts.

CCL2: Understand, interpret and evaluate texts in different formats to actively participate in everyday contexts.

CCL3: Locate, select and contrast information from various sources, evaluating its reliability and usefulness.

CCL4: Read and enjoy literary works, recognizing their value and creating texts from simple models.

CCL5: Use communication to encourage coexistence, detect discriminatory uses and promote equality.

-Plurilingual competence

It is developed by the linguistic structures comparison between English, Galician and Spanish, what lets students identify similarities and differences between grammar, phonemes and lexis. Is also worked by translation activities or linguistic games. Furthermore, in the units English in daily and academic contexts is fostered, encouraging adaptability in different communicative situations as well as on new languages learning.

CP1: Use at least one language in addition to the mother tongue to respond to simple communicative needs.

CP2: Recognise linguistic diversity and carry out transfers between languages to improve communication.

CP3: Value linguistic and cultural diversity as a factor of dialogue and coexistence.

-Mathematical, Scientific, Technological and Engineering competence (STEM)

This competence is addressed by the analysis and interpretation of graphs, data and statistics in English as well as by solving problems that require logical thinking. Students develop simple projects which include data collection and presentation, applying numeracy skills, critical reasoning and numerical analysis in a real-world context. Mathematical puzzle solving activities are integrated and numerical concepts are used in descriptions and comparisons.

STEM1: Use mathematical strategies to solve problems through inductive and deductive reasoning.

STEM2: Apply scientific thinking to understand phenomena and conduct guided experiments.

STEM3: Design and evaluate prototypes or models in team projects, encouraging creativity.

STEM4: Explain scientific, mathematical and technological concepts with appropriate terminology and different formats.

STEM5: Engage in science-based actions to promote health and sustainability.

-Digital competence

Students use digital tools to search for relevant information, create multimedia presentations and participate in interactive activities. Ethical and responsible use of information and communication technologies (ICT) is encouraged, integrating digital resources to improve oral and written comprehension. In addition, educational applications and platforms are used that allow for content creation, online collaborative work and digital research skills development.

CD1: Search for and manage information on the internet in a critical and organized way.

CD2: Create and modify digital content in different formats while respecting intellectual property.

CD3: Use digital tools for communication, cooperation and knowledge creation.

CD4: Take measures to protect devices, personal data, and promote safe and sustainable use of technology.

CD5: Develop simple digital solutions such as block programming and educational robotics.

-Personal, social and learn to learn competence

It is boosted by teamwork, cooperative learning and self-reflection about the self-learning. Students establish personal improvement goals, time management and resources on an efficient way and they also develop emotional self-regulation and conflict resolution strategies. Is worked by group dynamics, metacognitive and self-assessment activities, fostering autonomy and socioemotional abilities development.

CPSAA1: Be aware of emotions and manage conflicts by adapting to changes.

CPSAA2: Adopt healthy lifestyle habits and seek support in situations of risk or violence.

CPSAA3: Respect the emotions of others, work in a team and assume cooperative responsibilities.

CPSAA4: Value personal effort and dedication in learning.

CPSAA5: Plan objectives, self-regulate learning and participate in self-evaluation processes.

-Citizenship competence

Integrates into the unit through reflection on current issues, analysis of social situations and participation in debates that promote democratic values, respect for diversity and civic awareness. Students explore different cultural and social realities through texts, videos and discussion activities, developing a critical, reflective and committed attitude towards their environment.

CC1: Understand historical processes and rules of coexistence, applying them in an inclusive way.

CC2: Participate in decision-making and conflict resolution according to democratic values.

CC3: Reflect on values and ethical issues, promoting respect and inclusion.

CC4: Understand the relationship between human actions and the environment to adopt sustainable lifestyles.

-Entrepreneurship competence

This competence is worked through activities involving project planning and execution, decision making and creative problem solving. Students design innovative proposals, take on responsibilities and collaborate in teams to achieve common goals. Personal initiative, leadership and adaptability are encouraged through business simulations, role-playing activities and entrepreneurship projects.

CE1: Detect needs and generate original ideas considering their impact.

CE2: Identify your own strengths and understand basic aspects of economics and finance.

CE3: Plan and cooperate in entrepreneurial initiatives, valuing the learning process.

-Awareness and cultural expression competence

Developed by English cultural manifestations like traditions, music, films or literature. Students analyse authentic materials like texts or songs, participate in activities that promote respect for cultural diversity and reflect about their own cultural identity in relation to others. They do cultural presentations, artistic works analysis and debates about sociocultural aspects, encouraging intercultural understanding and opening.

CCEC1: Value cultural and artistic heritage, respecting diversity.

CCEC2: Understand artistic manifestations and their technical elements.

CCEC3: Expressing ideas and emotions creatively through different artistic languages.

CCEC4: Experiment with different techniques and supports for artistic creation.

6. CONTENTS

In the next section, we find the contents that will be worked on throughout this syllabus along with the units that will be worked on throughout the 2025/2026 academic year for second grade of primary.

The contents are as follows according to Decree 155/2022, which establishes the regional curriculum in Galicia

CONTENIDOS
Bloque 1: Comunicación
▪ Estrategias para la adquisición de la autoconfianza en el uso de la lengua extranjera. ▪ Funciones comunicativas elementales adecuadas al ámbito y al contexto: saludar, despedirse, presentar y presentarse; identificar algunas características básicas de personas, objetos y lugares; responder con respuestas sencillas y concretas sobre cuestiones cotidianas; expresar el tiempo (partes del día, días de la semana, los meses y estaciones del año), la cantidad y el espacio en conceptos que manejan en la lengua materna. ▪ Léxico básico elemental relativo a relaciones personales básicas, vivienda, lugares y contornos próximos de interés para el alumnado. ▪ Iniciación a patrones elementales sonoros, acentuales, rítmicos y de entonación. ▪ Convenciones y estrategias de conversación elementales, para iniciar, mantener y finalizar la comunicación, tomar y ceder la palabra y preguntar y responder. ▪ Herramientas analógicas y digitales elementales para la comprensión y producción oral y multimodal. ▪ Estrategias elementales para la comprensión y la producción de textos orales; textos escritos y multimodales, breves, sencillos y contextualizados. ▪ Modelos contextuales elementales en la comprensión y producción de textos orales y multimodales, breves y sencillos. ▪ Unidades lingüísticas elementales y significados asociados a ellas tales como expresión de la entidad y sus propiedades, cantidad y número, afirmación, exclamación, negación, interrogación.

▪ Recursos, destrezas, actitudes y situaciones elementales que permiten iniciarse en actividades de mediación lingüística en situaciones cotidianas básicas.
Bloque 2: Plurilingüismo
▪ Estrategias y técnicas elementales de compensación de las carencias comunicativas y de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio (gestos, mímica...). ▪ Estrategias elementales para identificar y utilizar unidades lingüísticas (léxico, fonemas similares, patrones sonoros) a partir de la comparación de las lenguas que conforman el repertorio lingüístico personal.
Bloque 3: Interculturalidad
▪ Comunicación y relación con personas de otros países a través de la lengua extranjera. ▪ Aspectos elementales socioculturales y sociolingüísticos más representativos relativos a las costumbres, a la vida cotidiana y a las relaciones interpersonales básicas en países en los que se habla la lengua extranjera. ▪ Estrategias muy básicas de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos. ▪ Iniciación en las estrategias básicas de detección de usos discriminatorios del lenguaje verbal y no verbal.

This syllabus includes the didactic programming of the area of Foreign Language: English for 2nd year of Primary Education in Galicia, following current regulations and the appropriate methodological principles for the development of communicative skills at this educational stage

The contents of the curriculum, as outlined in the Decree 155/2022, of September 15, which establishes the curriculum for Primary Education in the Autonomous Community of Galicia. These contents are organized in a way that ensures a balanced development of listening, speaking, reading, and writing skills, fostering a communicative and participative learning environment. The contents are as follows:

1- **Listening Comprehension:** Understanding simple oral messages in familiar contexts.

2- **Speaking**: Communicating simple ideas and information clearly and confidently in familiar contexts

3- **Reading and comprehension**: recognizing basic vocabulary and understanding short, simple texts

4- **Writing**: writing short, simple texts using familiar vocabulary and basic sentence structures

5- **Grammar**: basic grammatical structures such as simple present, singular/plural forms, basic question forms

6- **Vocabulary**: thematic vocabulary related to everyday situations, including greetings, family, school, food, descriptions of people and things, personal and social relationships, social interaction, time and space.

7- **Pronunciation**: developing awareness of correct pronunciation of basic sounds, stressing patterns, and intonation in short sentences

The above contents have been organized into 9 thematic units, each designed to develop specific skills and knowledge to develop skills and knowledge in line with the curriculum objectives. These units are as follows:

Unit 1: Physical appearance; Unit 2: emotions; Unit 3: food and culture; Unit 4: Home and spaces; Unit 5: Clothes; Unit 6: Magical creatures; Unit 7: City sights; Unit 8: Directions and navigation; Unit 9: Wild animals and their characteristics.

On the other hand, the exit profile (as stablished in the current regulations of Galicia, DOG, Decree 155/2022) should be considered, this serves as a broader framework before addressing the specific objectives and contents for the subject:

-Develop a responsible attitude based on awareness of environmental degradation and animal abuse based on knowledge of the causes that cause, aggravate or improve them, from a systemic vision, both local and global.

– Identify the different aspects related to responsible consumption, assessing their repercussions on the individual and common good, critically judging needs and excesses and exercising social control in the face of the violation of their rights.

– Develop healthy lifestyles based on an understanding of the functioning of the body and critical reflection on the internal and external factors that affect it,

assuming personal and social responsibility for self-care and the care of other people, as well as in the promotion of public health.

– Develop a critical, empathetic and proactive spirit to detect situations of inequity and exclusion based on an understanding of the complex causes that originate them.

– Understand conflicts as elements that are innate to life in society that must be resolved peacefully.

– Critically analyse and take advantage of the opportunities of all kinds offered by today's society, particularly those of culture in the digital age, evaluating their benefits and risks and making an ethical and responsible use that contributes to the improvement of the quality of personal and collective life.

– Accept uncertainty as an opportunity to articulate more creative responses, learning to manage the anxiety that it can entail.

– To cooperate and live together in open and changing societies, valuing personal and cultural diversity as a source of wealth and taking an interest in other languages and cultures.

– To feel part of a collective project, both locally and globally, developing empathy and generosity.

– Develop the skills that allow them to continue learning throughout life, based on confidence in knowledge as a driver of development and the critical assessment of the risks and benefits of the latter.

The structure of the programme has been organised into 9 teaching units, designed with a playful and communicative approach, prioritising oral comprehension and expression through motivating activities and meaningful contexts for the students.

The units have been designed considering the following pedagogical criteria:

-Relationship with the curriculum: Each unit addresses objectives, contents and criteria established in the Galician curricular framework for second grade.

-Attractive theme that is close to the students: Classic characters and stories known to students such as Jasmine, Snow White, Aurora, etc. have been chosen to generate interest and facilitate immersion in the language.

-Balance between vocabulary and grammar: Each unit addresses a specific semantic field such as emotions, food, clothing, etc; along with grammatical structures suitable for 2nd year students.

-Focus on oral expression: The activities are designed to encourage interaction and oral production in English, facilitating the natural learning of the language.

-Final project: Each unit ends with a task or project where students apply what they have learned in a creative and collaborative way.

During the course we will organize the sessions in the following way in terms of days, that is, the 9 units are divided into between 6 and 9 sessions per unit, as we can see in the calendar (see annex 1). Classes will be held every Tuesday and Thursday except for national, regional and municipal holidays, as well as Christmas, carnival, Easter.

The nine teaching units are explained below.

UNIT 1: Welcome to main Street			
Topic	Appearance	**Sessions and dates**	7 Sessions September 16th – October 7th
Focus			
Skills	Listening Speaking Reading Writing		
Systems	Grammar Phonology Lexis Function Discourse		
Curricular elements			
Didactic objectives (Learning outcomes)	-Ss will be able to practise the grammatical structure in descriptive sentences - Ss will be able to use the vocabulary related to the appearance - Ss will be able to foment the creativity by the creation of a personalized - Ss will be able to improve confidence using English applying the knowledge in an interactive activity		
Programme objectives	-OBJ1 -OBJ2 -OBJ5		
Key competences	CCL1, CCL2, CCL3; CP1, CP2; CD1, CD2; CPSAA1, CPSAA3; CC3; CE1; CCEC3		
Contents from Decree 155/2022 (Galicia)	Category	Details	
	Function	Describing physical appearance and personal features.	
	Lexis	Short, tall, fat, young, old, (green, blue, brown) eyes, long/short hair, (blond, brown) hair, (curly/straight) hair.	
	Grammatical structure	Describing their personal appearance using 1st person singular with this structure "I´m…… I have….".	

	Sub-skills	-Speaking: Describing myself -Listening: Understanding descriptions.
	Pronunciation	-Correct stress on adjectives -Differentiation of similar sounds (thin/thing…).
	Strategies	-Use visual aids (flashcards, avatar, pictures…) -Associate words with real-life examples -Using gestures to reinforce meaning.

Evaluation criteria, tools and qualification criteria	
Evaluation criteria	**Communication** 1.1 1.2 1.4 1.5 **Plurilingualism** 2.1 2.2 2.3

UNIT 2: How are the dwarfs?			
Topic	Emotions	**Sessions and dates**	6 sessions, October 9th – October 28th

Focus	
Skills	Listening Speaking Reading Writing
Systems	Grammar Phonology Lexis Function Discourse

Curricular elements		
Didactic objectives (Learning outcomes)	- Ss will be able to identify emotions in simple sentences using verb "to be" - Ss will be able to express personal emotions with simple sentences. - Ss will be able to engage in oral communication by asking and answering questions about emotions	
Programme objectives	OBJ1 OBJ2 OBJ4 OBJ5	
Key competences	CCL1, CCL2, CCL3; CP1, CP2; CD1, CD2; CPSAA1, CPSAA3; CC3; CE1; CCEC3	
Contents from Decree 155/2022 (Galicia)	Category	Details
	Function	Expressing emotion
	Lexis	Happy, sad, angry, scared, tired, excited, surprised, worried
	Grammatical structure	Use the verb "to be" to describe emotions: "I am…/He is…"
	Sub-skills	Speaking: Expressing emotions Listening: Understanding emotional descriptions
	Pronunciation	-Correct stress on emotion words. -Differentiation of similar sound words (angry/ hungry)
	Strategies	Use visual aids as flashcard, emojis, drawings, themselves pictures…

Evaluation criteria, tools and qualification criteria	
Evaluation criteria	**Communication** 1.1, 1.3, 1.4, 1.6 **Plurilingualism** 2.2

UNIT 3: The flavoury market of Agrabah

Topic	Food and culture	**Sessions and dates**	8 sessions. October 30th – November 25th
Focus			
Skills	Listening Speaking Reading Writing		
Systems	Grammar Phonology Lexis Function Discourse		
Curricular elements			
Didactic objectives (Learning outcomes)	- Ss will be able to understand and identify basic food vocabulary - Ss will be able to use "Do you like…" to ask and answer about food preferences - Ss will be able to recognize and appreciate cultural diversity through food - Ss will be able to follow and create a recipe		
Programme objectives	-OBJ1 -OBJ2 -OBJ3 -OBJ4 -OBJ6		
Key competences	CCL1, CCL2, CCL3; CP1, CP2; CD1, CD2; CPSAA1, CPSAA3; CC3; CE1; CCEC3		

Contents from Decree 155/2022 (Galicia)	Category	Details
	Function	Describing food preferences and discussing cultural diversity through food
	Lexis	Bread, rice, meat, fish, vegetables, fruit, milk, cheese, chocolate, tea, juice, coffee, watermelon, mango
	Grammatical structure	"Do you like…?" "Yes, I do" "No, I don´t"
	Sub-skills	Speaking: Talking about food preferences and recipes Listening: Understanding conversations about food
	Pronunciation	Correct stress on food-related words.
	Strategies	Use visual aids as real food, images… Use real food

Evaluation criteria, tools and qualification criteria	
Evaluation criteria	**Communication** 1.1, 1.2, 1.4, 1.5, 1.6 **Interculturality** 3.1, 3.2

UNIT 4: Our castle			
Topic	Home and spaces	**Sessions and dates**	7 sessions. November 27th – January 13th
Focus			
Skills	Listening Speaking Reading Writing		
Systems	Grammar Phonology Lexis Function Discourse		
Curricular elements			
Didactic objectives (Learning outcomes)	- Ss will be able to identify and name basic rooms in a house/castle - Ss will be able to describe home spaces using simple sentences - Ss will be able to follow and understand a short story about a house - Ss will be able to create and present a dream house - Ss will be able to use prepositions to describe location in a house		
Programme objectives	-OBJ1 -OBJ2 -OBJ3		

	-OBJ4	
	-OBJ5	
Key competences	CCL1, CCL2, CCL3; CP1, CP2; CD1, CD2; CPSAA1, CPSAA3; CC3; CE1; CCEC3	
Contents from Decree 155/2022 (Galicia)	Category	Details
	Function	Describing people´s appearance and personal characteristics
	Lexis	Bedroom, Kitchen, bathroom, living room, roof, dining room, castle, tower, garden, sofa, bed, picture, pillow, door, window.
	Grammatical structure	"This is my…" "There is/are" Using prepositions: "*The bed is next to the window*" Prepositions: On, in, under, behind, between, next to, in front of, behind, near.
	Sub-skills	Speaking: describing rooms and their features Listening: Understanding descriptions of houses and castles Writing: Writing individual words
	Pronunciation	Correct stress on prepositions and room-related vocabulary -Differentiation of similar sounds (room/roof)
	Strategies	-Use visual aids (flashcards, house models, images) -Associate words with real-life examples -Use gestures and interactive activities to reinforce learning

Evaluation criteria, tools and qualification criteria	
Evaluation criteria	**Communication** 1.1, 1.4, 1.6 **Plurilingualism** 2.1 **Interculturality** 3.2

UNIT 5: Being elegant			
Topic	Clothing	**Sessions and dates**	9 sessions, January 15th – February 12th
Focus			
Skills	Listening Speaking Reading Writing		
Systems	Grammar Phonology Lexis Function Discourse		
Curricular elements			
Didactic objectives (Learning outcomes)	- Ss will be able to recognize and name basic clothing items - Ss will be able to ask and answering questions about clothes using "What are you wearing?" "I´m wearing…" - Ss will be able to relate clothing to different seasons - Ss will be able to participate in oral activities about clothing and its uses		
Programme objectives	-OBJ1 -OBJ2 -OBJ6		
Key competences	CCL1, CCL2, CCL3; CP1, CP2; CD1, CD2; CPSAA1, CPSAA3; CC3; CE1; CCEC3		
	Category	Details	

	Function	Describing clothing, fashion choices, and seasonal outfits
Contents from Decree 155/2022 (Galicia)	Lexis	T-shirt, sweater, shirt, jumper, jeans, trousers, sneakers, skirt, scarf, beanie, dress, coat, shoes, cap, pyjamas, gloves, swimsuit
	Grammatical structure	Present Continuous: "What are you wearing?" "I´m wearing..."
	Sub-skills	Speaking: describing what someone is wearing Listening: understanding descriptions of clothing Writing: writing individual words
	Pronunciation	-Correct stress on clothing-related vocabulary -Differentiation of similar sounds (shirt/short; T-shirt/teacher)
	Strategies	-Use visual aids (pictures, real clothing, flashcards) -Associate word with real life example
Evaluation criteria, tools and qualification criteria		
Evaluation criteria	**Communication** 1.1, 1.2, 1.5 **Interculturality** 3.2	

UNIT 6: What´s in the cave?			
Topic	Magical creatures	**Sessions and dates**	8 Sessions, February 19th – March 17th
Focus			
Skills	Listening Speaking Reading Writing		
Systems	Grammar Phonology Lexis Function Discourse		
Curricular elements			
Didactic objectives (Learning outcomes)	- Ss will be able to recognize and understand vocabulary related to magical creatures - Ss will be able to apply learned vocabulary and grammar in practical contexts		
Programme objectives	-OBJ1 -OBJ2 -OBJ3 -OBJ6		
Key competences	CCL1, CCL2, CCL3; CP1, CP2; CD1, CD2; CPSAA1, CPSAA3; CC3, CE1; CCEC3		
Contents from Decree 155/2022 (Galicia)	Category	Details	
	Function	Describe magic creatures and their characteristics	
	Lexis	Fairy, gnome, giant, dragon, unicorn, wizard, fly, swim, do magic, run, disappear, spitting fire, wings, tail, horns	
	Grammatical structure	"It´s a… and it can/can´t…" "It has…"	
	Sub-skills	Speaking: Describing a magical creature´s abilities Reading: Comprehending short descriptions of magical creatures Writing: Creating a written description of a magical creature	
	Pronunciation	Emphasizing key sounds in creature names	
	Strategies	-Use of images and visual aids -Technology-based activities for designing creatures	

Evaluation criteria, tools and qualification criteria	
Evaluation criteria	**Communication** 1.1, 1.4 **Interculturality** 3.2

This unit is developed fully in Annex 2

UNIT 7: On a trip to Radiator Springs			
Topic	City sighs	**Sessions and dates**	8 sessions, March 19th – April 21st
Focus			
Skills	Listening	Speaking	Reading	Writing
Systems	Grammar	Phonology	Lexis	Function	Discourse
Curricular elements			
Didactic objectives (Learning outcomes)	- Ss will be able to remember using prepositions correctly (given in unit 4) - Ss will be able to ask and answer questions using "Where is the…?" "It´s (prep.) the…" - Ss will be able to encourage the interaction and the participation in collaborative activities		
Programme objectives	-OBJ1 -OBJ2 -OBJ3 -OBJ5		
Key competences	CCL1, CCL2; CP1; CD1, CD2; CPSAA1, CPSAA2; CC3; CCEC3		
Contents from Decree 155/2022 (Galicia)	Category	Details	
	Function	Asking for and giving directions, describing locations	
	Lexis	School, hospital, park, museum, café, train station, cinema, playground, City mall, Swimming pool.	
	Grammatical structure	"Where is the (place)?" "It is (preposition) the (place)" Prepositions (unit 4)	
	Sub-skills	Speaking: Asking for and giving directions Listening: Understanding peers' directions Reading: Comprehending short text about city locations	
	Pronunciation	Stressing words in question and directions Intonation patterns in polite questions	
	Strategies	Use real maps and Radiator Springs maps Technology-based activities for virtual city exploration	
Evaluation criteria, tools and qualification criteria			
Evaluation criteria	**Communication** 1.1, 1.4 **Plurilingualism** 2.1, 2.2 **Interculturality** 3.2		

UNIT 8: To Neverland			
Topic	Directions and navigation	**Sessions and dates**	8 sessions, April 23rd – May 19th
Focus			

Skills	Listening Speaking Reading Writing
Systems	Grammar Phonology Lexis Function Discourse
Curricular elements	
Didactic objectives (Learning outcomes)	- Ss will be able to acquire and consolidate vocabulary related to directions - Ss will be able to use structures to ask for and give directions, such as "How can I get to the…?" - Ss will be able to reinforce reading skills by interpreting and following a map
Programme objectives	-OBJ1 -OBJ2 -OBJ3 -OBJ5
Key competences	CCL1, CCL2, CCL3; CP1, CP2; CD1, CD2; CPSAA1, CPSAA3; CC1; CE1; CCEC1

Contents from Decree 155/2022 (Galicia)	Category	Details
	Function	Asking for and giving directions
	Lexis	Directions: go straight on, turn left, turn right, stop, do the roundabout, cross the street. Places: given in unit 7
	Grammatical structure	"How can I get to the…?" "Go… until you reach the…" "The (place) is next to/opposite/between…"
	Sub-skills	Speaking: asking for and giving directions Listening: Understanding spoken instructions about navigation Reading: Following and interpreting maps
	Pronunciation	-Emphasis on stressed syllables in directional commands -Intonation in polite requests and giving instructions
	Strategies	-Use of maps and visual cues for comprehension -Role-playing scenarios for real-life practice -Digital tools for interactive map navigation

Evaluation criteria, tools and qualification criteria	
Evaluation criteria	**Communication** 1.1, 1.2, 1.4 **Plurilingualism** 2.2 **Interculturality** 3.2

UNIT 9: Simba and his friends			
Topic	Wild animals and their characteristics	**Sessions and dates**	8 sessions, May 21st – June 16th
Focus			
Skills	Listening Speaking Reading Writing		
Systems	Grammar Phonology Lexis Function Discourse		
Curricular elements			
Didactic objectives (Learning outcomes)	- Ss will be able to strengthen vocabulary related to wild animals - Ss will be able to describe the physical characteristics of animals using the structure "It has got…"		

	- Ss will be able to enhance writing by constructing simple sentences describing animals - Ss will be able to foster creativity by designing a class pet using digital tools
Programme objectives	-OBJ1 -OBJ2 -OBJ3 -OBJ5 -OBJ6
Key competences	CLCL1, CCL2, CCL3; CP1, CP2; CD1, CD2; CPSAA1, CPSAA3; CC1; CCEC1

Contents from Decree 155/2022 (Galicia)	Category	Details
	Function	Describing wild animals and their characteristics
	Lexis	Animals: Lion, elephant, giraffe, monkey, zebra, crocodile, turtle Characteristics: Big, small, long/short tail, sharp teeth, furry, striped, fast, slow
	Grammatical structure	"It has/hasn´t got…" "It is/isn´t…."
	Sub-skills	Speaking: Describing animals and their characteristics Listening: Understanding short descriptions and animal sounds Reading: Understanding the gist of a description Writing: Creating simple descriptive sentences about animals
	Pronunciation	-Intonation in affirmative and negative sentences -Emphasis on stressed syllables in descriptive words
	Strategies	-Use of visual and multimedia for vocabulary reinforcement -Digital tools for animal-related games and activities.

Evaluation criteria, tools and qualification criteria	
Evaluation criteria	**Communication** 1.1, 1.2, 1.4 **Plurilingualism** 2.1, 2.2 **Interculturality** 3.2

7. METHODOLOGIES AND DIDACTIC RESOURCES

In today's education, having students' attention and fostering meaningful learning requires innovative methodologies. Strategies such as gamification, challenge-based learning (CBL), and the use of catchy topics have proven effective in increasing motivation and engagement. These techniques not only facilitate the acquisition of knowledge, but also develop essential skills such as critical thinking, creativity, and teamwork, making the teaching process a more dynamic and interactive experience.

Gamification for learning

Gamification in the educational ambit consists of using elements and games mechanics in non-play environments to improve on the motivation and students' engagement. This methodology allows teacher to transform the learning in an interactive and dynamic experience, increasing the interest and the participation. In a school context, it has been demonstrated that gamification, facilitates knowledge acquisition and fosters transversal skills such as collaboration, problem- solving and autonomy (Hanux & Fox, 2015).

From a pedagogical point of view, gamification contributes to creating a more significate learning environment, that helps the curiosity and the desire of learn. Elements like such as rewards, progressive challenges and the immediate feedback generate a feeling sense of accomplishment that encourages students to persist on the students of that encourages them to keep going. By integrating gamification strategies with curriculum content, students not only learn, but also in a fun and engaging fun and engaging way, reinforcing concepts retention (Lepper & Cordova, 1992).

Challenge based learning (CBL)

Challenge-Based Learning (CBL) is a methodology that engages students in solving real and complex problems, fostering deeper learning by placing them in an active role as investigators and problem solvers. CBL encourages essential 21st-century skills such as critical thinking, creativity, and teamwork (Barrows, 1960).

The relevance of CBL lies in its ability to provide students with a tangible reason to learn, connecting academic content with practical applications. This link between theory and practice increases motivation and commitment, as students can witness the real impact of their efforts. Additionally, CBL promotes social and communicative abilities, which are essential for both personal and professional development (Larmer, et al, 2015).

CBL requires specific didactic resources, including real-world case studies, research tools, and access to experts or mentors who guide students in their inquiries. The integration of ICT is essential, as digital platforms, collaborative software, and multimedia resources facilitate information gathering and project execution. Teachers act as facilitators, providing guidance while allowing students to take ownership of their learning. Activities often involve project development, presentations, and debates, where students apply their knowledge in authentic contexts. Complementary activities, such as workshops and interdisciplinary collaborations, further enrich the learning process.

Importance of motivation and use of engaging themes

Motivation is a key factor in learning, with a direct influence on academic performance and knowledge acquisition. Several studies demonstrate that intrinsic motivation, which arises from genuine interest in an activity, is fundamental to achieving meaningful learning (Deci & Ryan, 1985). Moreover, fulfilling psychological needs such as autonomy, competence, and social relationships fosters more active and effective engagement.

The use of activities designed with engaging themes related to students' interests has proven particularly effective. These activities not only capture learners' attention but also enhance their willingness to participate in the learning process. Incorporating playful and narrative elements stimulates curiosity and creates an environment where students find enjoyment in what they do, thereby promoting knowledge retention (Lepper & Cordova, 1992).

Recent research confirms that methodologies integrating attractive designs and relevant narratives increase both intrinsic and extrinsic motivation. Transforming educational tasks into meaningful and enjoyable experiences serves as a

powerful tool for fostering interest, commitment, and perseverance in learning (Hanus & Fox, 2015).

Didactic resources that support motivation include multimedia content, storytelling techniques, and interactive simulations. ICT plays a fundamental role, with educational video games, virtual reality experiences, and gamified learning apps offering personalized and immersive educational experiences. Teachers must strategically incorporate these tools while designing tasks that challenge students appropriately. Activities can include interactive storytelling, role-playing exercises, and thematic projects that align with curricular objectives. Complementary activities such as thematic workshops, exhibitions, and collaborative challenges provide additional opportunities for exploration and reinforcement.

By combining gamification, challenge-based learning, and motivation with engaging topics, we get students more engaged in their learning. In Unit 8, **"On a Trip to Radiator Springs",** inspired by *Cars*, we follow a structure that is repeated in the other units: we begin with an introduction that places the students in the story and presents them with a challenge related to the vocabulary and everyday situations of a trip. From there, they advance through activities such as role-playing games where they play different characters, vocabulary challenges with flashcards and even mini question and answer races. All of this accommodates different paces and learning styles through the difficulty levels (Pua, Joy, Sullivan, and even Buzz Lightyear for those looking for an extra challenge), allowing each student to progress in their own way without losing motivation. Evaluation is part of the process, integrating self-evaluation, co-evaluation and creative projects where they can demonstrate what they have learned in a dynamic way. Thus, learning is not only effective, but also fun and meaningful.

8. EVALUATION

In this approach, evaluation goes beyond measuring knowledge; It seeks to motivate, reinforce learning and ensure that all students advance together. To do this, we will use several tools, combining formative and summative assessment with playful and digital dynamics. The following are the key aspects of the evaluation process: what is evaluated, how, when, who and with what tools to guarantee meaningful and equitable learning.

In this gamification approach, assessment is not only limited to measuring acquired knowledge, but also values participation, collaboration, and progress within the levels of the game (the units of the entire course). The aim is for all students to advance together, with support, motivation and a clear system of rewards and feedback.

What is going to be evaluated?

The evaluation will focus on different aspects. First, language skills will be assessed, including understanding and expressing ideas both in speaking and writing, using vocabulary and grammar correctly, and applying the language in real-life situations. Participation and attitude will also count, rewarding involvement in group activities and gamified challenges.

Another key part of the evaluation is tracking progress—both individually and as a team—seeing how each student improves and how the group works together to reach common goals. Creativity and autonomy will also be valued, encouraging students to take initiative, make decisions, and complete extra challenges.

Additionally, the assessment will be based on the official curriculum criteria from DOG, as we mentioned in point 2 (theoretical and normative basis of programming) which include:

Communication Skills

1.1. Understanding common words and expressions in simple conversations and texts.

1.2 Using basic strategies to get the main idea and key details in everyday situations.

1.3 Speaking in short and simple sentences about daily topics while paying attention to pronunciation.

1.4 Writing basic words, expressions, and short phrases using simple structures.

1.5 Using strategies to communicate short messages with available resources.

1.6 Participating in basic interactions using gestures, repetition, and simple expressions.

1.7 Greeting, introducing oneself, and answering simple questions.

1.8 Helping others understand basic information.

Language Awareness

2.1 Noticing similarities and differences between languages.

2.2 Using basic techniques to improve language learning.

2.3 Recognizing personal progress and challenges.

Intercultural Awareness

3.1 Being open to different cultures and recognizing common stereotypes.

3.2 Showing interest in the cultural aspects of the foreign language.

With all these elements combined, the evaluation will not only measure language skills but also teamwork, creativity, and the ability to use English in fun and meaningful ways.

For the evaluation to better reflect the gamified and participatory approach of the project, some extra criteria have been added. They will reflect the participation of the students, their effort and attitude.

Participation *in gamified dynamics*, where involvement in the recreational activities, challenges and missions of the project will be valued

Teamwork and cooperation: the ability to collaborate with peers in solving challenges and in the joint construction of learning will be evaluated

Autonomous use of learning strategies without constant guidance from the teacher: The students' ability to apply their own strategies to solve problems or

advance in their learning without constant guidance from the teacher will be taken into account.

Reflection and self-evaluation: The students' ability to analyse their own progress through the journal "The footprints of learning" and other reflection mechanisms will be assessed

It is also useful to consider their metacognition, as we see in "The footprints of learning", seeing how and what they have learned. Another important aspect would be to evaluate how to try to use English naturally in class, beyond the mandatory activities themselves. Thus, the evaluation is not only measured with knowledge of the language, but also with the students' own commitment and initiative in their own learning.

How is it going to be evaluated?

The Assessment System combines points and levels, so that each unit functions as a "level" that the student must pass. To this end, a visual progress board will be established, accessible to all students, where they will be able to see their progress, the challenges achieved and the objectives they have achieved. In addition, "Mickey points" will be given, which are bonus points for doing complementary tasks, creativity in solving activities and collaboration with classmates. Mickey Points will also be given to those students who do a good deed at the school level, not just in class.

To see where they are in the level, students will have a board in the classroom with the Disney Park with the different levels (the different themes of the park, each one representing a different level or unit) in A0 size at the back of the classroom, as if it were just another mural in the classroom. With the avatars that they have made in unit 1, for each achievement or unit achieved, they will move them according to the point where they are.

To facilitate the evaluation and monitoring of learning, various tools will be used. The park board (that is going to be on the back of the class) will allow students to see what level they are at, what challenges they have overcome and what goals they still must achieve. The evaluation rubrics will give the specific criteria of each activity, ensuring clarity and objectivity in the grade.

In addition, digital tools will be very important, such Kahoot!, which will give us interactive activities with immediate feedback. Students will also have to complete group projects and individual challenges, where they will earn "Mickey Points", which will allow them to reinforce their knowledge in a dynamic and personalized way.

We will use different evaluation instruments. Rubrics and checklists will allow projects and presentations to be objectively evaluated, while direct observation will serve to record participation and commitment in class. Students will also actively participate in the process through self-evaluations and group co-evaluations, reflecting on their work and that of their peers. (See annex 8 for an example of that rubric)

The evaluation will be continuous and formative, with constant observation and immediate feedback after each activity. Individual and group achievements will be recorded, allowing adjustments to be made in teaching according to the needs of the students. In addition, they will also have a summative assessment (for parents) based on final projects, brief tests and the review of advanced levels.

When will students be evaluated?

This evaluation process will be carried out at different times. First, we will carry out an initial evaluation, which will serve to know the previous level of the students and with this we will have a reference base. Then, continuous evaluation will allow us to monitor learning during the development of each unit, recording progress through gamified activities.

At the end of each unit, we will apply summative assessment, where we will use different instruments (see table 1) to assess the overall performance of the students. In addition, for students, constant feedback will be given after each activity and challenge, which will allow students to modify their learning in real time.

Who is going to evaluate?

Evaluation will be a process that will be important for both teachers and students. The teacher has a central role in observing, applying rubrics, and monitoring individual and group progress. On the other hand, students through self-

evaluations and co-evaluations will reflect on their own learning and that of their classmates.

In addition, we will use digital tools to collect data on participation, points accumulated, and levels achieved, providing a more accurate view of student progress.

Evaluation of the teaching process

Students will provide feedback through surveys and co-evaluation sessions, expressing their opinions on the effectiveness of the activities.

The students will make a periodic self-evaluation when finishing each week on their "The footprints of learning" journal (See annex 9 for an example of the journal), where they will write what they liked most about the week, what they have learned, etc., a little so that they are aware of what they know and what they have more difficulties with, analyzing which strategies have worked best and adjusting the activities according to the results obtained. In this way, an analysis of the data collected will be made, reviewing the accumulated points, the levels achieved and the results of the rubrics to make improvements in the didactic planning.

Evaluation in special situations

To ensure that all students have the same opportunities, we will implement various accommodations based on their individual needs.

In situations of low participation or demotivation, personalized incentives will be used, such as the assignment of special roles within the game, as well as the possibility of obtaining extra points for participation in collaborative dynamics.

Finally, in cases of prolonged absences, students will be able to recover points through alternative activities or through digital platforms where progress is recorded. This way, everyone has a chance to stay on track and can achieve goals at the pace they need.

This table presents the criteria, modes and tools of evaluation of this syllabus, ensuring a complete monitoring of student learning, participation and progress with a dynamic and gamified approach.

TABLE 1				
EVALUATION				
What is evaluated?	How is it evaluated?	Who evaluates?	When is it evaluated?	What tools are used?
Linguistic skills: Linguistic skills (oral/written comprehension and production, vocabulary, grammar, application of the language in real contexts)	Students demonstrate their linguistic skills through interactive gamified challenges, such as escape rooms, role-plays, and storytelling activities, ensuring practical language use. Project-based learning is also included, where students create digital presentations, posters, or collaborative written texts. Oral skills are evaluated through class discussions, debates, and character-based performances, linked to the Cars-themed unit. Formative assessment is carried out through teacher feedback, peer assessment, and self-reflection activities, while summative	Teacher (observation, rubrics) and students (self-evaluation and peer evaluation).	Continuous assessment during activities and summative assessment at the end of each unit.	Rubrics, checklists, Kahoot!, group and individual projects.

	evaluation includes structured rubrics and checklists to ensure objectivity.			
Participation and attitude (involvement in activities, collaboration in gamification dynamics)	Points system ("Mickey Points"), teacher observation, and peer evaluation.	Teacher (observation) and students (peer evaluation)	Daily and throughout the course.	Observation logs, participation checklists, class discussions.
Progress (individual and collective)	Visual progress board (Disney Park theme), avatars move based on achievements.	Teacher monitors, students track their own progress.	Ongoing monitoring, checkpoints after each unit.	Physical progress board in class, digital tracking tools.
Creativity and autonomy (extra tasks, decision-making, initiative)	Additional challenges such as creating an alternate ending for a story, creative projects, decision-making activities.	Teacher (evaluation of extra tasks) and students (self-reflection).	Throughout the course, evaluated with extra tasks and project-based learning.	Bonus tasks, creative assignments, self-reflection journals.
Summative evaluation (overall performance for parents)	Final projects, brief tests, review of advanced levels.	Teacher	At the end of each unit	Tests, final projects, report cards

Teaching process evaluation	Surveys, co-evaluation, teacher's learning journal.	Students (feedback surveys at the end of each unit, in case the unit has many lessons, the feedback will be the fourth day and the last day), teacher (self-reflection).	Weekly through "Footprints of Learning" journal.	Feedback surveys, self-reflection journal.
Adaptations for diversity	Methodological adjustments, alternative formats (audio, visuals), flexible deadlines.	Teacher monitors progress, provides support.	When needed, allowing retries and alternative tasks.	Adaptive assessments, visual aids, digital platforms for progress tracking.
Participation recovery (absences, demotivation)	Extra point incentives, alternative activities, digital progress tracking.	Teacher (assigns recovery tasks).	Case-by-case basis when participation drops.	Online learning tools, special roles in class, bonus challenges.

Aldara Dios, 2025, Table 1

The assessment considers the entire learning process, not just the final results, participation, effort and improvement throughout the course are valued, following a UDL-based approach.

50% of the final end-of-year grade of the course is based on daily class work, where participation in gamified activities, the completion of tasks and the active use of the language are valued. It's not just about completing exercises, but about how students engage in group dynamics, participate in discussions and games, and apply English in meaningful ways to reinforce their learning.

The final grade of the course will be calculated from the grades of each term in such a way: 1st and 2nd term, have a weight of 30% for each one and, in the 3rd term 40%, giving more weight to the evolution of the students.

Within each term, the grade is divided in such a way that the final projects of each unit are 4 points of the final grade, participation and attitude in class, 2.5; daily activities 2 points and self-evaluation and co-evaluation 1.5.

Another 30% of the grade focuses on attitude and progress within the classroom. Here, personal effort, collaboration with classmates, the relationship with them and the autonomy of each student in learning are considered. Perseverance and individual evolution are positively valued, allowing each student to have opportunities to improve throughout the term.

Finally, the remaining 20% corresponds to the final projects of each unit. These projects represent the practical application of the knowledge acquired and allow students to demonstrate their learning in a more creative and meaningful way. Instead of focusing on traditional exams, these projects give them the opportunity to work independently or in a team, strengthening both their language skills and their ability to solve challenges.

This evaluation system searches to motivate students, highlighting their effort and evolution instead of depending only on specific results.

9.ATTENTION TO DIVERSITY

The design and implementation of an education project as the game "La oca" based on the Disney universe is an opportunity to attend the differences from the students individually. This section discusses how these differences can be identified and addressed to ensure an inclusive, meaningful and motivating educational experience.

Diversity in second grade reflects a combination of different factors such as abilities, interests, learning rhythms and cultural contexts. It is also important to differentiate between common diversity, which includes aspects such as students' learning styles and rhythms, and diversity that requires specific adaptations, such as special educational needs (ACNEAE), which demand personalized adjustments in activities and resources to ensure their effective inclusion. According to the LOMLOE, education must ensure inclusion and equity. Additionally, Royal Decree regulates curricular adaptations for ACNEAE students, establishing that these adaptations should be prioritized within the classroom and integrated into the school diversity.

1.   Students with specific necessities (ACNEAE)

- Specific Learning Difficulties: Students with dyslexia, dysgraphia or dyscalculia may require visual and multisensory strategies to acquire vocabulary or understand instructions

- Attention Deficit Hyperactivity Disorder (ADHD): These students need dynamic, structured activities that keep them interested, as well as regular breaks to avoid cognitive overload

- Autistic Spectrum Disorder (ASD): Trey can benefit from clear instructions, visual support and activities than respect their interests and sensory boundaries.

-Functional or motor diversity: Students with physical difficulties may need adaptations to the game´s manipulative material to facilitate their participation.

2. Cultural and linguistic diversity:

Students whom mother tongue is not Spanish or Galician could have more difficulties to learn vocabulary in English. Adapted activities with visual support and connections with their cultural contexts may be the key to integration

3. Different learning rhythms and styles.

- Some students need more time and repetition to assimilate concepts while others go faster and require more complex activities to keep them motivated

-Learning styles also vary: some students prefer visual activities, others, enjoy more with ludic or practise works, and others can benefit from detailed verbal explanations.

Strategies to attend individual differences

This Project is based on the principles of Universal Design for Learning (UDL), as aligned with the LOMLOE, which emphasizes inclusive learning environments ensuring accessibility and participation for all students, which aims to ensure that all students can access content, participate in activities, and demonstrate what they have learned in ways that respect their individuality. It is important to distinguish between addressing the diversity common in the classroom and the more specific needs of students. In the case of common diversity, the aim is to adapt the activities so that all students, regardless of their learning styles or rhythms, can actively participate. Meanwhile, to address more specific needs, such as students with learning difficulties, autism spectrum disorders, or functional diversity, specialized strategies and resources that address their individual needs should be implemented.

This approach not only attend general diversity, but also to the particular needs of students. Through practical examples, such as allowing students to choose the way they demonstrate what they have learned (Levels Pua, Joy, Sullivan, explained bellow), this ensures that students can participate from their strengths. This model seeks to address diversity in the classroom, ensuring access, participation, and progress for all students, regardless of their needs or learning styles

1. Multiple ways of representation

-<u>Visual and manipulative material:</u> Through the units, we use resources as interactive boards, illustrated cards and thematic maps related to Disney Theme and other cultural contexts. For example, in Unit 3 "THE FLAVOURY MARKET

OF AGRABAH", we use maps to situate geographically the environment and visual cards to work on Arabic culture.

-<u>Adapted instructions:</u> Explanations are presented as a clear and simplified way, with visual supports and practical examples. Main vocabularies are accessible by illustrated glossaries, conceptual schemes and visual supports in each unit, facilitating students' comprehension with different linguistic competence levels.

-<u>Technological adaptations:</u> Using interactive digital gadgets, as educative applications and online platforms to compliment activities. For example, we use digital resources to hear authentic English dialogues, doing interactive grammar exercises and participate in vocabulary games that reinforce the contents of each unit.

2- Multiple ways to express and action

-<u>Participation option:</u> Students interact with the content with so many ways: creating scenarios related to Disney, writing descriptions, doing oral presentations or using physical manipulative materials like flashcards and role-playing. For example, on the Unit 5: Being Elegant, with the Cinderella theme, students can dress up as princesses, princes or knights and perform a performance in class.

-<u>Different routes on the board:</u> Activities designed with different difficulty levels. Students that need more challenges can opt to easier   and more difficult with tailored questions and guided activities, while other students take on additional challenges. For example, if the teacher proposes an activity, from that same activity we will have 3 different levels from which to start, the easiest level "Pua (Moana's pig), the medium level "Joy" and the highest level "Sullivan". As complementary activities, to have more "Mickey Points", students can advance to a level within the same activity, for example, if students start with "Pua", they can move up with "Joy", as well as students who start with "Joy", can continue with "Sullivan". In case of students who opt for the highest level and want to have "Mickey Points", we will not lower their level, but we will give them the option of "Buzz Lightyear", a level only complementary to "Mickey Points" (See annex 10 to see an example of those activities).

-<u>Flexible evaluation:</u> Evaluation let students demonstrate what have they learned by different modalities: oral presentations, artistic creations or video recording. In Unit 2: Emotions with the seven dwarfs, they can rewrite another story for the characters, using oral and written expressions.

In the case of students with learning difficulties, methodological adjustments will be offered, such as the simplification of instructions, the use of visual aids or the possibility of carrying out the activities in alternative formats (audio instead of written text, for example). In addition, they will have the possibility to do adapted challenges that will allow them to earn points and advance to the next level without feeling rejected.

For students who need more time to complete tasks, flexible deadlines will be established, and the repetition of activities will be allowed until the objectives are achieved. If a student fails to overcome a challenge on a first attempt, they will be able to try again with additional support, ensuring that the assessment is a process of continuous improvement rather than a defined obstacle.

3. Multiple forms of involvement

-<u>Motivating characters:</u> Disney characters are integrated as a motivating resource that connects with interests of students. This encourages their active participation as they identify with the learning stories and contexts. In "The Lion King" unit, for example, we explore issues of leadership and responsibility through dynamics based on Simba and his adventures.

-<u>Cooperative games:</u> The design of the activities promotes the cooperative learn by group dynamics, like role-playing, collaborative projects and pairs activities. This reinforces social skills and let students support each other in learning process.

-<u>Variety activities</u>: It´s swich creative workshops (creating a story for the dwarfs on unit 2), move dynamics (interactive games in the class) and reflective activities, maintaining motivation and interest of all students.

Reinforcement and expansion activities

To ensure that all students progress according to their learning rhythm, specific reinforcement and expansion strategies are implemented:

1.Reinforcement activities

-<u>Vocabulary flashcards:</u> Using illustrations with key words and examples to practise in small groups or individually, facilitating the basic vocabulary memorisation as in Unit 7: On a trip to Radiator Spring, where we work town lexis.

-<u>Consolidation mini-games:</u> We use crosswords, memory games and digital activities designed to reinforce grammar and lexis contents.

-<u>Individualized support</u>: Brief sessions are organized with the teacher to revise specific concepts or practise tricky areas for some students, as the pronunciation or simple sentences creation.

2. Expansion activities

-<u>Content creation</u>: Students with higher competence level could design new stops on the board games, creating characters or adding narrative elements to worked stories.

-<u>Linguistic challenges</u>: activities involving more complex grammatical structures are included, as on Unit 6 "What´s on the cave", doing riddles to discover the main vocabulary.

This UDL approach ensures inclusive, motivating and adapted learning to the individual student´s needs, promoting integral development of their language and personal skills in English area.

10. CONTRIBUTION OF PROGRAMMING TO THE DEVELOPMENT OF OTHER PLANS

The program is integrated with the dynamics of CEIP Torre Illa, aligned with its educational values. Through collaboration with various projects, favouring inclusive, creative teaching adapted to the needs of each student, which allows for more dignifying learning.

The programming follows the principles of the UDL, facilitating the adaptation of the activities to the different rhythms and learning styles. This approach ensures that all students can access content equitably. Personalization of learning encourages creativity and expression through various mediums, such as music, art, and communication.

The *BenestArt* project is complemented by the didactic program, promoting the emotional well-being of students using art. In addition, the use of the Galician and English languages in the classroom is reinforced, integrating them naturally into activities and projects. This approach contributes to the development of language skills in a practical and meaningful way.

The *Linguistic Normalization* project promotes the use of the Galician language in the classroom and the daily life of the centre, while projects such as *Carcamán TV and Radio Carcamán* develop the communication skills of students, giving them a voice in school media. The *Scholar Library* complements literacy activities, promoting reading and writing habits through dynamic activities.

The *Creative Poles Project*, focused on digitalization and educational innovation, allows students to experiment with advanced technologies, such as 3D printers and robotics. This type of initiative enhances the development of digital skills and critical thinking, preparing students to face current technological challenges.

Continuous assessment is an essential component of programming, allowing teachers to adjust their pedagogical strategies according to the needs of students. This approach ensures holistic development, allowing each student to progress at their own pace.

To sum up, *"Exploring the magic in Disney World: A magical journey into English"*, is designed to create an inclusive educational environment, adapted to the needs

of all students, integrating innovative projects that promote the development of linguistic, emotional, technological and social skills.

11. CONCLUSIONS

In short, this project shows that learning English can be fun and at the same time entertaining if we do it with the Disney characters. Thanks to tools such as gamification and Universal Design for Learning (UDL), all students can be actively engaged, no matter their needs or learning paces.

Using Disney as a theme has been a success because it connects with children's interests and motivates them to learn while having fun. The adapted activities have allowed them to move at their own pace and feel comfortable during the process.

In the end, the most important thing is that all students have been able to enjoy learning in an accessible, creative and motivating way. With this project, without a doubt, English has become an adventure that they have lived in their own way.

Just like in a Disney world, where every adventure has a magical twist, this project has shown that learning English can be just as fun and fascinating as a journey full of imagination and creativity.

During the creation of this end-of-degree project, artificial intelligence has been a support tool in various phases of the process. I have used it to improve the wording and clarity of certain sections, reformulate ideas more precisely and structure some points in a more coherent way. However, all pedagogical decisions, programming design and didactic reflections have been developed in a personal way, ensuring that the work is original and maintaining my essence when it comes to implementing it.

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13. ANNEXES

ANNEX 1: CLASS CALENDAR.

ANNEX 2: DEVELOPED UNIT

Unit		6	**Lesson**	1	**Year**	2º	**Time**	50 mins
Topic/ Session Title		What´s in the cave? Magical creatures			**Subject**	English		
Focus								
Skills		Listening and Speaking						
Systems		Lexis and Pronunciation						
Key Competences		CCL1, CCL2, CP1, CC3						
Contents		Introduction to magical creatures and pronunciation practice. Vocabulary: **Dragon, unicorn, elf, mermaid, phoenix, goblin, troll, griffin, pegasus**. Grammar: "It´s a…" to identify creatures						
Learning outcomes		-Ss Will be able to identify and correctly pronounce vocabulary related to magical creatures -Ss will be able to listen and recognize different magical creatures						
Evaluation criteria		CE1.1; CE1.3; CE1.5 CE2.1						
Previous Knowledge		Basic Animal and Fantasy Vocabulary						
Materials	Roulette wheel, flashcards with magical creatures, printed story, technology for ICT support			**Spaces**	English class			
Procedures								
Timing	**Stage/ Substage**	**Activities**						**Grouping**
10´	Assembly	-We greet students and set the class dynamic -Letter roulette: students spin a roulette wheel and depending on the letter they get; they						Whole group

		have 2 minutes to say all the words in English that they know that start with that letter (Learning and differentiating phonemes compared to Spanish)	
10´	Warm up	Brainstorming the magical creatures, we know	Whole group
20´	Present	We read a story with the magical creatures, and we identify them with the flashcards that will be all over the classroom (they point to the named creature) (See annex 3 for the story and annex 4 for the flashcards)	Whole group
10´	Practice	We practice the naming of the creatures with ICT supports (class computer)	Whole group

Unit	6			Lesson	2	Year	2º	Time	50 mins
Topic/ Session Title	What´s in the cave? Magical creatures					Subject		English	

Focus	
Skills	Reading, Writing
Systems	Vocabulary: fly, swim, run, roar, shine, breathe fire, hide, jump, disappear, enchant.
Key Competences	CCL1, CCL2, CP1, STEM2
Contents	Vocabulary related to magical creatures and their actions: fly, swim, run, roar, shine, breathe fire, hide, jump, disappear, enchant. Reading and understanding descriptive texts
Learning outcomes	-Ss will be able to read and understanding short texts about magical creatures -Ss will be able to Identify main ideas and key details in written descriptions -Ss will be able to use new vocabulary in sentences and short descriptions
Evaluation criteria	CE1.1; CE1.3; CE1.5; CE1.6 CE2.2 CE 3.2
Previous Knowledge	Basic vocabulary about animals and actions

Materials	Magicla creatures' pictures, song	Spaces	English class

Procedures			
Timing	Stage/ Substage	Activities	Grouping
10´	Assembly	-We greet students and set the class dynamic -Letter roulette: students spin a roulette wheel and depending on the letter they get, they have 2 minutes to say all the English words they know that start with that letter	Whole group

10´	Present	- Introduction of verbs in English related to magical actions: **fly, swim, run, roar, shine, breathe fire, hide, jump, disappear, enchant**. - Use an interactive song to teach the verbs (See annex 5 to listen to the song) - Sing the song with the children and associate the verbs with gestures (e.g., jump for "jump", fly for "fly", roar for "roar", etc.).	Whole group
10´	Practice	-We divide the students into 5 groups of 5 people (assigning a child to every 5 children and using gestures they must find each other until they are all grouped together). - Children should think about how to act out one of the verb actions (one per group) and perform it while the others try to guess which verb it is (2 different verbs per group).	Groups of 5
15´	Practice	-Let's review the learned verbs -We repeat the verbs with the children while showing them with gestures.	Whole group
5´	Wrap up	-We talk about the creatures that we liked the most from the previous session	Whole group

Unit	6	**Lesson**	3	**Year**	2º	**Time**	50 mins
Topic/ Session Title		What´s in the cave? Magical creatures			**Subject**		English

Focus	
Skills	Speaking, Reading, Writing
Systems	Grammar: Modal verb (can/can´t)
Key Competences	CCL1; CP1; CCL2; CPSAA5
Contents	-Modal verb (can/can´t) to express abilities. -Vocabulary related to magical creatures and their abilities -Sentence formation using learned structures
Learning outcomes	-Ss will be able to use "can/can't" correctly in oral and written sentences. -Ss will be able to match abilities with the correct magical creatures -Ss will be able to create and describe their own magical creature
Evaluation criteria	CE1.1; CE1.3; CE1.5; CE1.6 CE2.1: CE2.2 CE3.2
Previous Knowledge	Vocabulary related to actions and magical creatures from previous lessons

Materials	Grammar game, newspaper	**Spaces**	English class

Procedures			
Timing	**Stage/ Substage**	**Activities**	**Grouping**
10´	Assembly	-We greet students and set the class dynamic -Letter roulette: students spin a roulette wheel and depending on the letter they get; they have 2 minutes to say all the English words they know that start with that letter	Whole group

Timing	Stage/Substage	Activities	Grouping
20´	Present	-Explain how to use "can/can't" with verbs. For example: "a dragon can breathe fire", "A mermaid can swim" (10´) -Make phrases with "can/can't" orally with children (10´)	Whole group
10´	Practice	-Show images of the magical creatures and some phrases that they must relate to each other by a game	Whole group
10´	Produce	-With the images of the previous activity, they will randomly describe the images, where they will say the actions with the creature (For example, if a mermaid swims, the students will have to say, "the mermaid can swim"; if a dragon comes out that does not swim, they will have to say "The dragon cannot swim".)	Groups of 5

Unit	6			**Lesson**	4	**Year**	2º	**Time**	50 mins
Topic/ Session Title	What´s in the cave? Magical creatures					**Subject**		English	
Focus									
Skills	Speaking, Writting, Reading								
Systems	Grammar (can/can't for abilities), lexis (magical creatures, action verbs)								
Key Competences	CCL1; CCL2; CD1; CC3								
Contents	- Sentence structure using "can/can't". - Descriptive writing about magical creatures. - Use of technology to find and organize information.								
Learning outcomes	- Ss will be able to describe their magical creature using "can/can't" correctly. - Ss will collaborate in groups to create and expand on their final project. - Ss will use digital tools to gather information.								
Evaluation criteria	CE1.1; CE1.2; CE1.4 CE2.1; CE2.2 CE3.2								
Previous Knowledge	Vocabulary and grammar from magical creatures from previous lessons								
Materials	Art materials, digital tools, newspaper templates, paper			**Spaces**			Creative poles classroom		
Procedures									

Timing	Stage/Substage	Activities	Grouping
10´	Assembly	-We greet students and set the class dynamic -Letter roulette: students spin a roulette wheel and depending on the letter they get; they have 2 minutes to say all the English words they know that start with that letter	Whole group
10'	Pre-reading	-Practice some new words we will see on the reading introducing the concept of newspaper and its structure. -Show a sample of newspaper.	Whole group

10´	Reading	-Read the newspaper, the news about the *enchanted forest* that it´s on annex 6. And then, they will answer comprehension questions related to the article.	Whole group
10´	Post-reading	-We will see the parts of the news and then with real examples from a national newspaper we will put the parts, then, they will be given a news cut into the parts and the students will paste it appropriately on a separate sheet.	Whole group

Unit	6		**Lesson**	5	**Year**	2º	**Time**	50 mins
Topic/ Session Title	What´s in the cave? Magical creatures				**Subject**	English		
Focus								
Skills	Writing, Speaking							
Systems	Grammar (can/can't for abilities), lexis (magical creatures, action verbs)							
Key Competences	CCL1; CCL2; CP1; CE2							
Contents	- Writing descriptions of magical creatures. - Using "can/can't" for abilities							
Learning outcomes	- Ss will be able to create and illustrate their magical creature using digital tools. - Ss will write a short description and a newspaper-style article about their creature. - Ss will collaborate and divide tasks efficiently to complete their project.							
Evaluation criteria	CE1.1; CE1.2; CE 1.3; CE1.4; CE2.1; CE2.2; CE2.3 CE3.2							
Previous Knowledge	- Vocabulary and grammar from magical creatures from previous lessons -Basic digital skills for drawing and text formatting							
Materials	Newspaper, paper sheets			**Spaces**		English class		
Procedures								

Timing	Stage/ Substage	Activities	Grouping
5´	Assembly	-We greet students and set the class dynamic -Letter roulette: students spin a roulette wheel and depending on the letter they get; they have 2 minutes to say all the English words they know that start with that letter	Whole group
15´	Review	-Review the lexis and grammar given on previous classes	Whole group

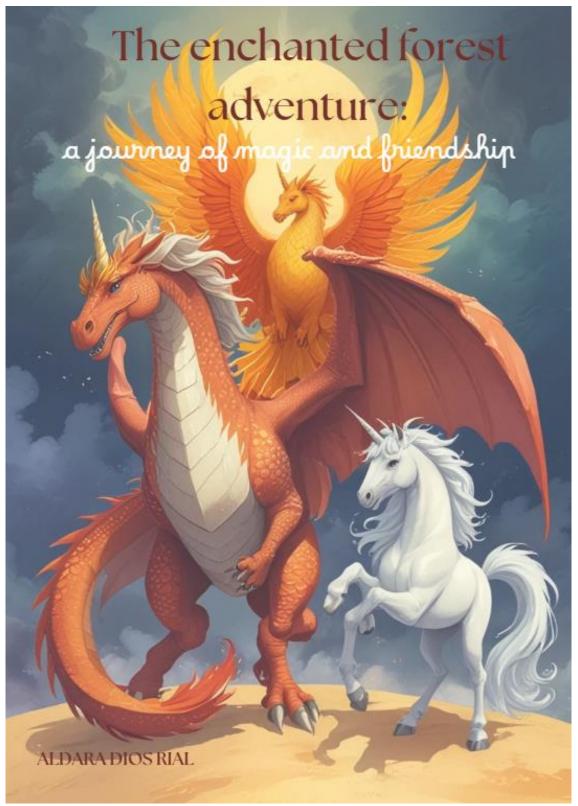| 10´	Present	-Review the final project and explain the newspaper format: headline, subtitle, description, image. (See annex 7 to see the model)	Whole group
20´	Practice	-Each student will make draw the creature they prefer and describe it, appearance and what it can or can´t do.	Individual
Evaluation tools		Rubric	
Evaluation criteria		30%- Writing a description 25%- Help each other's 25%- Creativity and originality 20%- Respect for the others	

Unit	6	**Lesson**	6 and 7	**Year**	2º	**Time**	50 mins

Topic/ Session Title	What´s in the cave? Magical creatures	**Subject**	English

Focus	
Skills	Speaking, Writing, Listening
Systems	Grammar (can/can't for abilities), lexis (magical creatures, action verbs)
Key Competences	CCL1; CD2; CPSAA3; CE3
Contents	- Oral presentation techniques. - Vocabulary and structures from previous lessons. - Self-assessment and group reflection.
Learning outcomes	- Ss will be able to present their project in front of their classmates. - Ss will demonstrate correct use of "can/can't" and magical creatures vocabulary. - Ss will reflect on their learning and provide feedback.
Evaluation criteria	CE1.5; CE1.6; CE 1.7 CE2.1; CE2.3 CE3.2
Previous Knowledge	- Vocabulary and grammar from magical creatures from previous lessons

Materials	Art materials, tablets, newspaper model	**Spaces**	Creative Poles class

Procedures			
Timing	**Stage/ Substage**	**Activities**	**Grouping**
10´	Assembly	-We greet students and set the class dynamic -Letter roulette: students spin a roulette wheel and depending on the letter they get, they have 2 minutes to say all the English words they know that start with that letter	Whole group
40´ (10´ for each)	Produce	Prepare the group project on different corners: - Enchanted library: newspaper writing and editing - Magician corner: drawing or creating the magical creature	Groups of five

| | | - Digital Oracle: Create the article on the computer |
| | | - The Counsel of the Sages: Speaking practice (If it´s the first group, they will talk about what their project is going to be like and how what is going to be presented will be divided) | |

Unit	6	**Lesson**	8		**Year**	2º	**Time**	50 mins
Topic/ Session Title	What´s in the cave? Magical creatures				**Subject**		English	
Focus								
Skills	Speaking, Writing, Listening							
Systems	Grammar (can/can't for abilities), lexis (magical creatures, action verbs)							
Key Competences	CCL1; CPSAA5; CE3; CPSAA3							
Contents	- Oral presentation techniques. - Vocabulary and structures from previous lessons. - Self-assessment and group reflection.							
Learning outcomes	- Ss will be able to present their project in front of their classmates. - Ss will demonstrate correct use of "can/can't" and magical creatures vocabulary. - Ss will reflect on their learning and provide feedback.							
Evaluation criteria	CE1.3; CE1.4; CE 1.5; CE 1.8 CE2.3 CE3.2							
Previous Knowledge	- Vocabulary and grammar from magical creatures from previous lessons							
Materials	Students final project, assessment sheets, "footprints of learning" journal			**Spaces**		English class		
Procedures								

Timing	Stage/ Substage	Activities	Grouping
10´	Assembly	-We greet students and set the class dynamic -Letter roulette: students spin a roulette wheel and depending on the letter they get; they have 2 minutes to say all the English words they know that start with that letter	Whole class
30´	Presentation	-Each group presents their magical creature and their newspaper to the class	Groups of five
10´	Evaluation	Students' complete self-evaluation, group evaluation and their "footprints of learning" journal (See annex 8 to see self and group evaluation and annex 9 to see "footprints of learning" journal	Individual

Evaluation tools	-Rubric
Evaluation criteria	20%- Presentation 40%- Respect their classmates 20% - Participation 20%- Self-assessment and group-assessment

ANNEX 3 CREATURE´S STORY (Click on the cover to the full story) (link)

ANNEX 4: MAGICAL CREATURES FLASHCARDS

(link to the document)

Dragon	Unicorn	Elf
Phoenix	Mermaid	Goblin
Pegasus	Troll	Griffin

ANNEX 5: VERBS SONG (Click on the song to listen to it) ([link](#))

https://suno.com/song/47cb5f18-dcff-4588-87fc-f84d5479b5da?sh=WmuaVBpHZ36zK3Ew

ANNEX 6: WHILE AND POST READING WORKSHEET (Click on to the page to the document with the questions) link

LATEST NEWS

TUESDAY, 3RD MARCH 2026

Núm. 124

ENCHANTED FOREST

MAGICAL CREATURES SPOTTED IN THE ENCHANTED FOREST

Villagers report sightings of magical beasts and a mysterious figure in the forest

Unbelievable but true! Several villagers claim to have seen magical creatures in the Enchanted Forest. Some witnesses report shining unicorns, mischievous elves, and even a great dragon with dark wings.

"The figure was very tall, wearing a black cape and had large horns on her head. We believe it was Maleficent," said a lumberjack working near the forest.

Magical authorities advise visitors to be careful and respect the creatures of the forest. Some say Maleficent might be protecting something very valuable. Could it be true?

Page 12

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ANNEX 7: NEWS PAPER MODEL AND SCHEME (link)

Special Edition · Illa de Arousa

Breaking News

NEW CREATURE FOUND!

How is it?

A pink mermaid has found in Areoso beach, Illa de Arousa.
She appeared after a storm. Scientist are studying this mysterious and fascinating phenomenon

5th MARCH
2026.
Illa de Arousa

CEIP TORRE ILLA

What can and can't do?

Scientist discover that she can swim, and she can disappear.
She can't fly and she can't breathe fire.

Breaking News

NEW CREATURE FOUND!

How is it?

A   has
found in

It appeared

Scientist are studying
this mysterious and
fascinating
phenomenon

**17th
MARCH**

2026.
Illa de ARousa

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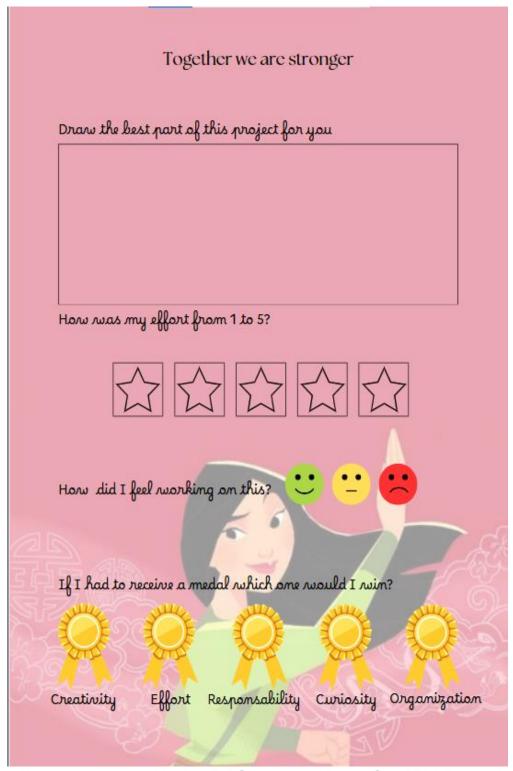
CEIP
TORRE
ILLA

What can and can't do?

Scientist discover that

ANNEX 8: SELF-ASSESSMENT AND GROUP ASSESSMENT (link to the document)

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Ohana means family, and family means nobody gets
left behind of forgotten

-Stitch

Number list:

Did we help each other?
☐ Yes, like a real "ohana"
☐ Sometimes, we can help more

Do we listen to everyone´s ideas and respect each other?
☐ Yes! We listened and share
☐ Sometimes, not always

Who would you like to work with again?

How was our effort from 1 to 5?

☆ ☆ ☆ ☆ ☆

What teamwork medal do we get?

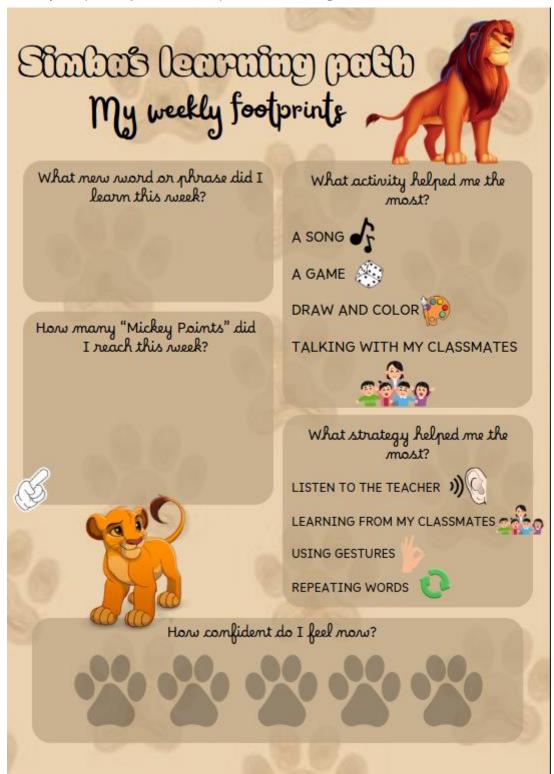Creativity   Effort   Responsability   Curiosity   Organization
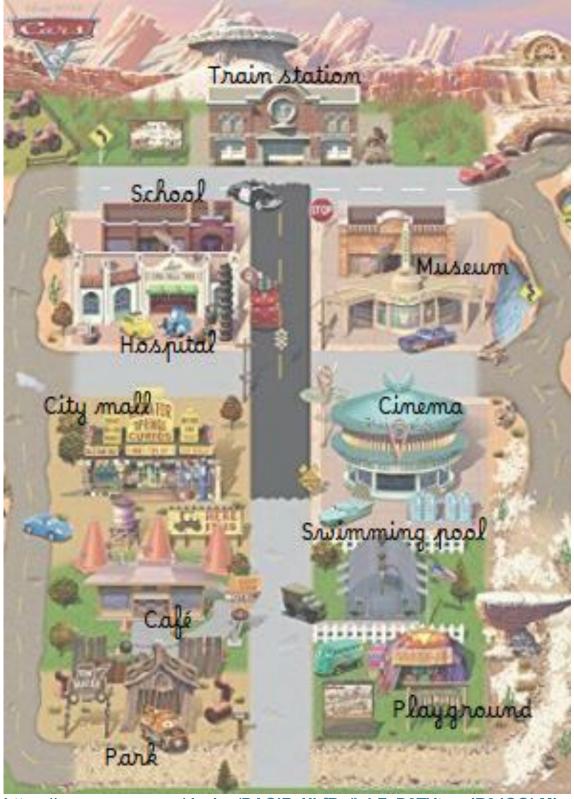
How did I feel working on this team? 🙂 😐 ☹️

ANNEX 10: DIFFERENT LEVEL ACTIVITIES (Click on the map to the worksheets)(link)

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