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# **TRABAJO DE FIN DE GRADO**

**4º Educación Primaria**

## **PROGRAMACIÓN GENERAL ANUAL**

***“Once upon a lesson”***

Autor: Carmen Ruiz Astorga

Director: Lyndsay Renee Buckingham Reynolds

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## ABSTRACT:

This project presents a teaching unit aimed at third-grade Primary students, using storytelling as a key tool for teaching English while developing Intercultural Communicative Competence. Through adapted tales and story-based activities, students explore different cultures while improving their language skills in a meaningful and contextualized way.

The proposal follows a communicative and participatory approach, encouraging respect, empathy, and openness to cultural diversity. Strategies such as cooperative work, critical thinking, and cultural reflection are used so that students not only learn the language but also develop intercultural attitudes and values.

Additionally, formative assessment tools like self-assessment, observation, and peer evaluation are included to monitor students' progress in a personalized manner.

In summary, this proposal illustrates how storytelling can be a powerful tool to make English learning more engaging and to foster global communicative competence among Primary Education students.

## KEY WORDS:

Storytelling, Intercultural Communicative Competence, Primary Education, culture, TEFL, syllabus.

## 1. INTRODUCTION

Unlike many of my classmates, I did not grow up aspiring to become a teacher, nor did I have any educators in my family. My experience throughout primary school was far from positive; my peers were often unkind, and the teachers not only failed to intervene but, in some cases, contributed to the harassment. This experience left me with little admiration for the teaching profession and a strong desire to avoid returning to a school environment after graduating at the age of eighteen.

Given this history, it was surprising to find myself drawn to teaching at the age of seventeen, during the pandemic. Many of my closest friends faced challenges with their studies and, despite not being the strongest student myself, they often sought my help. Through this, I discovered a genuine love for teaching and helping others improve. During this time, I also considered studying psychology, but the experience reinforced that my true passion lay in supporting others. What better way to do this than by guiding and educating children?

The decision to center my lessons around literature in this syllabus stems from my belief that the way English is taught in most schools in Spain is overly focused on rote memorization of vocabulary, with little connection to real-life situations or student's interests. This approach often creates a barrier for learners, making the subject feel irrelevant and uninspiring. Many students' express frustration with an education system that prioritizes memorization over comprehension, and English is no exception.

I have always believed that books are a powerful tool, not only for learning but also for fostering self-understanding and empathy. They provide a medium for enjoyment and, in some cases, a refuge for those facing challenges in their daily lives. Books can resonate with children in unique ways, as they cover a wide range of subjects and experiences. Two students can learn the same vocabulary through entirely different stories, allowing for individualized learning that is more engaging and meaningful.

In conclusion, personally, books have been a significant part of my life, helping me navigate various obstacles. I aim to provide my students with a diverse

selection of literature that is relatable, enjoyable, and beneficial—both academically and personally.

## 2. THEORETICAL JUSTIFICATION

Planning a syllabus is one of the most important parts of being a foreign language teacher. Preparing a yearly plan that takes into account all the necessities of your students and the goals that you want them to achieve requires thoughtful consideration and flexibility.

In order to create this syllabus, I have followed both the national and regional regulations for the English subject. Firstly, I have followed the Royal Decree 157/2022 which establishes the minimum requirements the students should have by the end of each of the three cycles of Primary Education, as well as the key competences and curriculum at the national level.

Since the school I have chosen for this syllabus is in Madrid, I have also followed the Regional Decree 61/2022, of the Community of Madrid, which establishes the curriculum for each Primary School Education cycle. This degree emphasizes the importance of learning other languages, especially English, since it opens a wide range of opportunities for the students. Furthermore, to promote the multilingual competence, the Community of Madrid incorporates a mandatory Second Foreign Language subject into the curriculum of all cycles.

On the other hand, I focus on the importance of storytelling as a medium to teach English in an effective and engaging way in order for the students to acquire the communicative competence. To support this, I have referenced the Royal Order EFP/678/2022, which outlines in article 7, that one of the main pedagogical principles is that all cycles should work on reading comprehension, oral, and written expression; skills that are effectively developed with the storytelling approach.

Ultimately, the purpose of this syllabus is to create a guide for English teachers with the aim of ensuring they can effectively follow the yearly plan and teach the English foreign language with a storytelling approach, that is engaging and inclusive to all students (with the possibility of being able to add changes if deemed necessary to fit their specific class and school context).

### 3. CONTEXTUALIZATION

I have designed this syllabus to be carried out in a specific context which influences the type of activities and the way they are done in class. I have chosen the C.E.I.P Pablo Picasso school, which is a bilingual public school located in the street Ángel Luis de la Herrán in the Hortaleza neighborhood.

The school was inaugurated in 1980, in the North of Madrid. In recent years the school has gained more students due to the existence of new residential areas and the large number of immigrants who have settled in Hortaleza. There are approximately 500 students, and the average educational level of the families is, for the majority, a university degree, followed by intermediate or higher-level FP or a high school degree. In addition, there is a lower percentage of families that are unemployed and receive social aid. However, the integration and coexistence between all the students is very satisfactory (Centro.cp.picasso.madrid, EducaMadrid. (2025). Madrid.org. <https://www.educa2.madrid.org/web/centro.cp.picasso.madrid>)

The facilities that the school provides are relevant to the syllabus since some of them will be used in the activities of this syllabus. There are two school yards (one for primary and one for kindergarten), a gym for all the school, the cafeteria, and an art and music class.

The school welcomes students from ages 3 to 12 (kindergarten and elementary) and there are around 25 students per class. Each year is divided into two groups, except in the 4th, 5th and 6th grade of Primary which are divided into three groups due to the increase in demand. Currently, there are twenty-nine teachers, including the management team, the pedagogical counselor and one religion teacher, the tutor teaches all subjects except physical education, art, music and religion. There is also a school counselor that goes to the school three times a month and is in charge of monitoring the students with difficulties or special educational needs and collaborating with and guiding the tutors.

The projects that are currently being carried out are:

- “PROGRAMA BILINGUE”

CEIP Pablo Picasso is a bilingual school within the Community of Madrid's, it prioritizes the acquisition of the English language competence having as fundamental pillars oral comprehension and expression as a top priority, and written comprehension and expression as a second one. The school has four native speaker assistants that come from the USA, England, Ireland or Canada, they use the CLIL methodology; the subjects taught in English are: Natural Science, Art, and English; in total there are 10 sessions every week in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade y 11 sessions in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade. In the first stage there is 2 Social Science, 5 English and 1 Art classes a week, in the second stage there is 3 Social Science, 5 English and 1 Art class per week. When they finish sixth grade there is a linguistic immersion trip to an English-speaking country.

- “PROYECTO APRENDEMOS CON BEEBOT”

The “proyecto aprendemos con beebot” is a robotics project oriented for the stage of Early Childhood Education and first year of Education Primary, whose main objective is to develop the capabilities' basics of programming and robotics, while reinforcing the contents worked on in class related to reading and writing, mathematics or the project carried out in class.

- “PROYECTO STEM”

The Pablo Picasso school is part of the STEM project which combines the areas of science, technology, engineering and mathematics. This project consists of the following activities:

- “PROYECTO TECNOLÓGICO DE LAS TABLETAS “SNAPPET”

Snappet is an educational platform that allows, through different supports, (school or household tablets, computers or smartphones) students to work by learning the objectives chosen by the teacher, receiving immediate feedback and facilitating the student's evaluation. This project starts with the 4<sup>th</sup> year of primary school.

➤ “LABORATORIO DE CIENCIAS”

In the lab the students will work fundamentally through the scientific method, observation, classification, analysis, reflection, writing hypotheses, etc. To do this the class has to integrate the theoretical knowledge worked in the classroom.

➤ “CARNET DE LAS TABLAS DE MULTIPLICAR”

When the student learns the multiplication tables, they will have to show it to a teacher to verify if it's done correctly, then, if the student has done it right, they will obtain the school's seal reward and a “sticker”.

- “PROGRAMA DE HUERTO ESCOLAR ECOLÓGICO”

The school has a garden that the students can use to investigate and experiment with the process of germination and development of plants. They also learn how to respect and care for the land as well as to work in groups.

- “PROGRAMA DE ESTACIÓN METEOROLÓGICA”

Since the school collaborates with the AEMET, which installed a meteorological booth, for collecting data, kids can use this tool to observe and relate all the information through the scientific method. They also learn to measure the temperature of the air and make Climo graphs on the data recorded for later analysis.

- “APRENDO DE MIS MAYORES”

This program consists of having the kids’ grandparents come to the school to tell the students about their experiences like what school was like in his time, what his games were and toys, their hobbies, their places of origin, etc. This program allows the teachers to teach the students about the respect, love and value that we should give to older people.

#### 4. COMPETENCES AND OBJECTIVES

The following are the objectives for the stage of Primary school that are taken from the BOCM, *Decreto 61/2022, de 13 de julio*:

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



- b) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.
- c) Adquirir habilidades para la resolución pacífica de conflictos y la prevención de la violencia, que les permitan desenvolverse con autonomía en el ámbito escolar y familiar, así como en los grupos sociales con los que se relacionan.
- d) Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres y la no discriminación de personas por motivos de etnia, orientación o identidad sexual, religión o creencias, discapacidad u otras condiciones.
- e) Conocer y utilizar de manera apropiada la lengua castellana y, si la hubiere, la lengua cooficial de la comunidad autónoma y desarrollar hábitos de lectura.
- f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.
- g) Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.
- h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.
- i) Desarrollar las competencias tecnológicas básicas e iniciarse en su utilización, para el aprendizaje, desarrollando un espíritu crítico ante su funcionamiento y los mensajes que reciben y elaboran.
- j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.
- k) Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física, el deporte y la alimentación como medios para favorecer el desarrollo personal y social.

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

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

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

By integrating the key competencies taken from Article 9 of the Royal Decree (157/2022), the syllabus ensures students develop both language skills and broader cognitive and social abilities through literature. The competences developed in the lessons will be:

a) Competence in linguistic communication:

The linguistic communication competence involves knowing how to effectively interact with others in various contexts and for different purposes which means understanding and interpreting messages while avoiding manipulation and misinformation. This competence is key to promoting the appreciation of language's aesthetic value and enjoyment of literary culture.

This competence is developed mainly in the communication that the students will need to have in order to work together, it is also used during the storytelling, since they will have to understand and interpret the message of each story to participate in the activities.

b) Plurilingual competence.

The plurilingual competence involves using different languages appropriately and effectively for learning and communication. It also involves respecting the individual linguistic competences of others and valuing the cultural diversity of society.

Plurilingualism is developed in a foreign language class since the native Spanish students are using the English language to communicate with each other. But it is also important to underline the importance of respecting the individual abilities of their peers to communicate in English. It is also vital to note the significance of

comparing basic aspects of different languages and their functions, which helps students notice linguistic differences between languages, in this case, English and Spanish, for example by looking at “false friends” which encourages the students to identify words that are similar in both languages but have two completely different meanings and making students see language as a reflection of culture which is a key factor in this syllabus since it relies heavily in the Intercultural Communicative competence developed by Michael Byram.

c) Personal, social and learning-to-learn competence.

This competence implies the ability of the student to reflect on themselves, to try to grow, learn, and know how to deal with adversities and adapt to complex situations, in order to become more responsible and emphatic.

The personal, social and learning-to-learn competence is addressed in the many group and individual activities the students will have to do during the year. They will develop their ability to reflect on themselves and others while doing feedback tasks after the projects they will do throughout the year; for example, during many of the tasks in units like Halloween, gender equality, and different cultures they will have to fill a peer and self-assessment to reflect on their work and progress.

d) Entrepreneurial competition

The Entrepreneurial competence involves using a variety of different strategies in order to make decisions based on information and knowledge to collaborate in an effective and empathetic way with others.

This competence will be used by the students in their group projects since they will have to be able to communicate in a respectful manner with each other, as well as the individual projects, since they will have to present their personal ideas and respect the ideas of others; knowing how to receive and give useful and respectful feedback.

e) STEM competence:

STEM literacy involves using scientific methods, mathematical reasoning, and engineering principles to understand and shape the world responsibly. The mathematical competence helps solve problems through logical thinking and

analysis in various contexts, science literacy enables understanding and explaining natural and social environments using observation, experimentation, and evidence-based conclusions, and technology and engineering competence apply scientific knowledge to innovate and transform society sustainably and securely. This competence will be developed through activities where they have to do research about the unit theme, make hypotheses, experiments and come to a conclusion (like in the unit “comparisons” with the book “actual size”).

f) Digital competence:

The digital competence involves the safe, responsible, and critical use of technology for learning, work, and social participation. It includes information literacy, communication, media education, and digital content creation, including programming. Security aspects cover digital well-being, cybersecurity, privacy, and intellectual property. It also encompasses problem-solving, computational thinking, and responsible digital citizenship. This competence will be developed in the units where they have to do research online about the topic at hand (like for example with “The adventures of a plastic bottle” where they will have to do research about the harms of not recycling).

g) Awareness and cultural expressions competence:

Cultural awareness and expression involve understanding and respecting diverse artistic and cultural expressions. It includes developing and expressing personal ideas while recognizing one’s role in society. This competence requires awareness of one’s evolving identity and cultural heritage in a diverse world. Art and culture serve as ways to interpret and shape the world around us. This competence is developed in many of the units with books like “The great race” and “My food, your food, our food” where students will be able to learn about different cultures and the importance of respecting other cultural expressions.

h) Citizenship competence:

Citizenship competence enables responsible participation in social and civic life with an understanding of global issues. It includes civic literacy, democratic values, and respect for human rights. Critical reflection on ethical challenges and commitment to sustainability are key aspects. It promotes a sustainable

lifestyle aligned with the UN's 2030 Agenda and its goals. This competence relates to the awareness and cultural expressions competence, since being a good citizen means having awareness and respect for others and their cultures and beliefs. Therefore, this competence is developed in the same stories "The great race" and "My food, your food, our food" (this is also explored in other units like "Halloween" or "Easter" even if the book doesn't necessarily talk about cultural differences).

In addition, these are the specific competences for the English subject in the second cycle of primary school that students should develop in our classes for the taken from the Real Decreto 61/2022:

1. 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 del lenguaje y para responder a necesidades comunicativas cotidianas.
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.
3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de colaboración y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.
4. Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.
5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.

6. Apreciar y respetar la diversidad de otros contextos a partir de la lengua extranjera identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones entre diferentes culturas.

## 5. CONTENTS

The basic contents for the English subject in the second cycle of primary stated in the BOCM, *Decreto 61/2022, de 13 de julio* used in this syllabus are:

### a) Communication

- Students will be able to develop self-confidence and reflect on their learning, embracing mistakes as opportunities for improvement.
- Students will be able to use common strategies to understand and produce simple oral, written, and multimodal texts in English.
- Students will be able to practice basic communication functions.
- Students will be able to understand and create simple oral, written, and multimodal texts across common genres.
- Students will be able to build and use high-frequency vocabulary related to personal and familiar topics with proper pronunciation and intonation.
- Students will be able to recognize and practice basic sound patterns, stress, and intonation through simple words, rhymes, and interactive activities.
- Students will be able to learn basic spelling, punctuation, and capitalization rules to write correctly in English.
- Students will be able to use simple digital tools responsibly to understand, produce, and collaborate on multimodal texts.

### b) Plurilingualism:

- Students will be able to use strategies, such as repetition requests and non-verbal communication, to overcome language limitations in essential interactions.

- Students will be able to identify, retain, and apply language elements using tools like diagrams, flashcards, and comparisons.
- Students will be able to use a variety of tools, such as rubric and portfolios, for self and peer assessment.
- Students will be able to understand and use basic vocabulary and expressions to discuss language, communication, and learning processes.
- Students will be able to infer meaning from contextual clues, grammatical structures, word morphology, and punctuation or intonation.

c) Interculturality:

- Students will be able to use the foreign language to communicate, connect with others, and explore diverse cultures and ways of life with respect and tolerance.
- Students will communicate through letters, emails, and video calls with their peers.
- Students will be able to learn about daily life, customs, and interpersonal relationships in countries where the foreign language is spoken.
- Students will be able to develop strategies to understand and value different languages, arts, and cultures.
- Students will be able to identify and address discriminatory uses of verbal and non-verbal language.

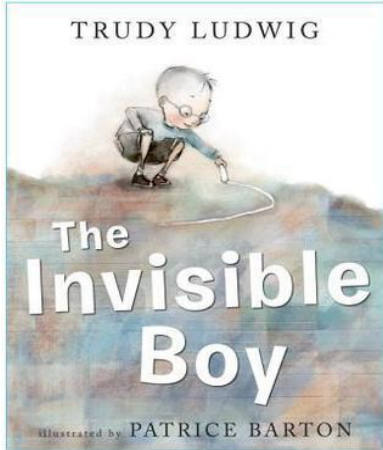
d) Syntactic-discursive contents:

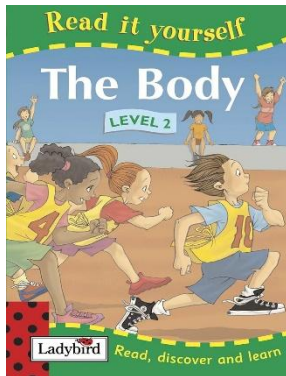
- Students will be able to express logical relationships using conjunctions, oppositions, and causes.
- Students will be able to construct affirmative sentences and use positive tags.
- Students will be able to create exclamatory sentences with "What" or "How."
- Students will be able to form negative sentences using "not" and "never."
- Students will be able to ask questions.

- Students will be able to express time through present, past, and future tenses.
- Students will be able to identify action aspects (simple, continuous, habitual).
- Students will be able to express modality (capacity, obligation, intention).
- Students will be able to express existence, entity, and comparison.
- Students will be able to use quantity words and numbers effectively.
- Students will be able to use prepositions for location and motion.
- Students will be able to express specific times, duration, and frequency.
- Students will be able to describe actions with adverbs of manner.
- Students will be able to express possession with possessives and "have got."
- Students will be able to express likes and preferences using "I like" and "I love."

To ensure a logical and effective learning progression, I have organized these contents into distinct units, each focusing on key aspects of language development that will be worked on with a storybook. The table below outlines the structure of each unit, including the theme, rationale, learning outcomes, language focus, lexis, skills, and materials.

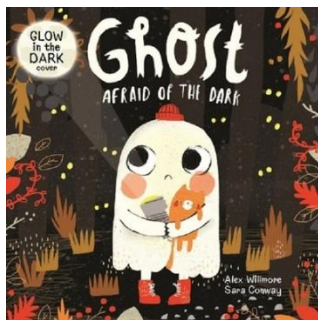


School and emotions				
Subject: English		Year: 3	Unit: 1	Timing: 7 sessions 11th September-25th September
Unit theme:		Rationale of the didactic unit theme: Since it's the beginning of the academic year, the students might be feeling a great variety of emotions like excitement, fear, anxiety, happiness, etc. This book will introduce many of the emotions that the kids might be feeling or could feel if they were in the situation of the protagonist of the book. This story will also make them aware of the issue of bullying and how it feels to be the victim of it, making them less likely to bully one of their peers and help in the case of seeing someone in school go through that.		
				
Learning outcomes:				
<ul style="list-style-type: none"><li>-Students will be able to name their emotions</li><li>-Students will be able to describe their emotions</li><li>-Students will be able to empathize with their peers</li><li>-Students will be able to write and complete sentences like: "When I am ____, I ____."</li></ul> Students will be able to understand the importance of talking about their feelings. <ul style="list-style-type: none"><li>-Students will be able to deduce meaning from context for words that they do not know.</li><li>-Students will be able to identify the gist of the story.</li></ul>				
Target lexis/ grammar		Target function		
Vocabulary: Sad, happy, lonely, proud, invisible, appreciated, excluded. Sentence structure: "When I ____, I feel ____."		Describing feelings Expressing feelings		

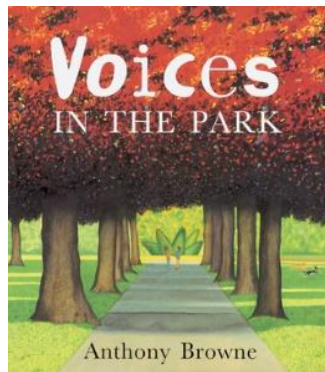
"When I play with my friends, I feel happy"				
Key competences:				
Competencia en comunicación lingüística Competencia personal, social y de aprender a aprender Competencia plurilingüe Competencia ciudadana				
Specific Competences:				
1. 3. 4. 5.				
Evaluation criteria:				
1.1, 3.1, 3.2, 4.1, 4.2, 5.2.				
Materials:				
The storybook: "Invisible boy" by Trudy Ludwig Emotion flashcards (will be in the annexes) Emotion chart				
My body				
Subject: English		Year: 3	Unit: 2	Timing: 10 sessions 26 September-17 October
Unit theme:		Rationale of the didactic unit theme:		
		This book will be read in class at the same time as the body unit is studied in their Natural Science class. This will make it so that they learn how to say their body parts both in Spanish and English and will make a more complicated subject like biology easier for them since it's told in a story.		
Learning outcomes:				
-Students will be able to name body parts -Students will be able to locate where a body part is in their body -The students will be able to describe what each body part does				

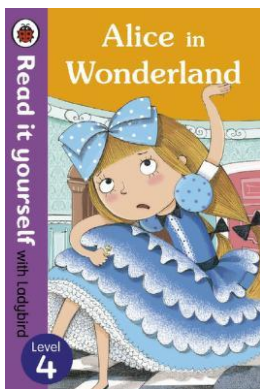
-Students will be able to listen to specific information from the story "The body" using provided flashcards. -Students will be able to identify the main idea of the story.	
Target lexis/ grammar:	Target function:
Vocabulary: head, legs, hands, heart, eyes, nose, ears, mouth. Sentence structure: "What part of your body do you use to _____?" "I use my ____ to ____." "I use my hands to write."	Naming parts of their bodies Describing body functions.
Key competences:	
Competencia matemática y en ciencia, tecnología e ingeniería. Competencia plurilingüe. Competencia en comunicación lingüística. Competencia personal, social y de aprender a aprender	
Specific Competences:	
1.3. 4. 5.	
Evaluation criteria: 1.1, 1.2, 3.1, 4.1, 4.2, 5.1.	
Materials: The storybook "The Body" read it yourself by ladybird Body part flashcards Online diagram of the human body	

HALLOWEEN			
Subject: English	Year: 3	Unit: 3	Timing: 6 sessions 20th – 31st of October
Unit theme:	Rationale of the didactic unit theme:  As Halloween gets closer in the month of October, we will work on all the Halloween vocabulary (costumes, traditions, food/sweets). There will be a focus on the different types of costumes since they will come to class dressed up on the last day of the unit as one of the many types of costumes we will study. There will also be a focus on the different ways Halloween is celebrated through the world and how it differs from Spain.		
Learning outcomes:			
<ul style="list-style-type: none"><li>-Students will be able to name different types of Halloween costumes</li><li>-Students will be able to express their preference over costumes</li><li>-Students will be able to identify the differences in Halloween traditions depending on the country</li><li>-Students will be able to participate in Halloween traditions</li><li>-Students will be able to express future plans: “What are you going to be for Halloween?” “I am going to be a ____”</li><li>-Students will be able to confirm guesses/predictions when reading/listening to a story.</li><li>-Students will be able to express and understand their emotions and the emotions of others.</li><li>-Students will be able to answer questions related to the main ideas of the story.</li><li>-Students will be able to listen for gist of the story</li><li>-Students will be able to use appropriate genre features to write a Halloween party invitation.</li></ul>			
Intercultural Communicative competence elements:			
<ul style="list-style-type: none"><li>1. Attitudes (Affective Component): The students will develop/ will be encouraged to respect other Halloween traditions and be curious and open-minded when learning about them.</li></ul>			

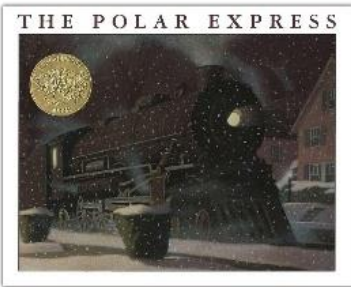


<p>2. Knowledge (Cognitive Component): The students gain knowledge of their own and other Halloween traditions, as well as understanding the similarities and differences between them.</p> <p>3. Skills of Interpreting and Relating (Cognitive &amp; Practical Component): The students will be able to analyze, interpret, and compare different Halloween cultural practices and perspectives.</p>	
Target lexis/ grammar:	Target function:
<p>Vocabulary: ghost, shadow, creature, monster, vampire, which, mummy, potion, fairy.</p> <p>Sentence structure:</p> <p>What are you going to be for Halloween?" "I am going to be a ____"</p>	<p>Writing an invitation.</p> <p>Making predictions.</p> <p>Expressing future plans.</p> <p>Identifying different Halloween traditions.</p>
Key competences	
<p>Competencia en comunicación lingüística</p> <p>Competencia plurilingüe</p> <p>Competencia en conciencia y expresión culturales</p> <p>Competencia personal, social y de aprender a aprender</p>	
Specific Competences:	
1, 2, 3, 4, 6.	
<p>Evaluation criteria:</p> <p>1.1, 1.2, 2.1, 3.1, 3.2, 4.2, 6.1, 6.2.</p>	
<p>Materials:</p> <p>The story book: "Ghost afraid of the dark" by Sara Conway.</p> <p>Costume flashcards.</p> <p>Monster flashcards.</p> <p>Halloween map</p> <p>Halloween movie scenes.</p> <p>Mask cutouts, color pencils/markers, scissors.</p> <p>An example of invitation letter.</p> <p>Presentation.</p>	

Actions			
Subject: English	Year: 3	Unit: 4	Timing: 5 sessions 3 November–13 November
Unit theme: 	Rationale of the didactic unit theme:  This unit will teach the students how to describe what they do (their actions). This is important since the content relates to their context and interest (they all play outside and like going to the park with their friends and family).		
Learning outcomes:			
<ul style="list-style-type: none"><li>-Students will be able to name different types of activities that can be done in a park.</li><li>-Students will be able to express their preference in activities.</li><li>-Students will be able to listen to the gist of the story.</li><li>-Students will be able to listen to specific information in the story.</li></ul>			
Target lexis/ grammar:		Target function:	
Vocabulary: Actions (run, walk, think, climb, play)  Sentence structure: “What do you like to do in the park? “I like to ____”  “What do you like to do in the park?” "I like to run”		Describing your actions.  Expressing preference.	
Key competences:			
Competencia en comunicación lingüística  Competencia plurilingüe  Competencia personal, social y de aprender a aprender.			
Specific Competences:			
1, 2, 3, 4			
Evaluation criteria:			


1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.2			
Materials: The book “Voices in the park” Flashcards with actions			
Adjectives			
Subject: English	Year: 3	Unit: 5	Timing: 7 sessions 14 November–28 November
Unit theme: 	Rationale of the didactic unit theme: “Alice in Wonderland” introduces students to adjectives, through its whimsical world. The students will explore how adjectives help describe characters, objects, and settings improving their vocabulary,		
Learning outcomes: -The students will be able to describe objects. -The students will be able to identify the different objects in a picture according to a description. -Students will be able to get the gist of the story. -Students will be able to deduce meaning from context.			
Target lexis/ grammar:		Target function:	
Vocabulary: Descriptive adjectives like strange, colorful, big, small, crazy, tiny, long, short. Sentence structure: Noun + Adjective. Example: tiny door, strange cat, big table, magical key.		Describing objects according to physical properties.	
Key competences:			
Competencia en comunicación lingüística			

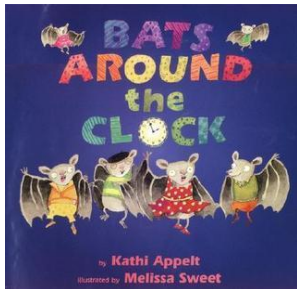
Competencia plurilingüe
Competencia personal, social y de aprender a aprender.
Specific Competences:
1, 2, 3, 4
Evaluation criteria:
1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.2
Materials:
The book "Alice in Wonderland"
Flashcards with adjectives and with objects (they match them)
Different sized objects/characters.

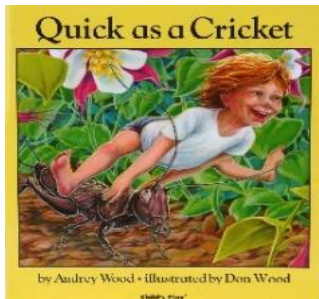
Christmas			
Subject: English	Year: 3	Unit: 6	Timing: 9 sessions 1 December – 19 December
Unit theme: 	Rationale of the didactic unit theme: Christmas is approaching, and we need to know everything about it! What is Christmas about? What do we do at Christmas? Is Christmas the same everywhere? Is it the only celebration?		
Learning outcomes:			
<ul style="list-style-type: none"><li>-Students will be able to recognize Christmas traditions all around the world</li><li>-Students will be able to say their favorite things about Christmas following a sentence structure</li><li>-Students will be able to appreciate their and others' Christmas traditions.</li><li>- Students will be able to listen for gist of a story.</li><li>- Students will be able to listen for specific information in the story.</li><li>-Students will be able to deduce meaning from context.</li></ul>			
Michael Byram, Intercultural Communicative competence elements:			



1. Attitudes (Affective Component): The students must respect other Christmas traditions and be curious and open-minded when learning about them. 2. Knowledge (Cognitive Component): The students gain knowledge of their own and other Christmas traditions, as well as understanding the similarities and differences between them. 3. Skills of Interpreting and Relating (Cognitive & Practical Component): The students will be able to analyze, interpret, and compare different Christmas cultural practices and perspectives.	
Target lexis/ grammar:	Target function:
Vocabulary: sleigh, reindeer, bell, cocoa, Christmas Eve. Sentence structure: “What is your favorite part of Christmas?” “My favorite part is _____” (hot cocoa, presents, bells, etc.)	Describing their favorite thing about Christmas.
Key competences:	
Competencia en comunicación lingüística Competencia plurilingüe Competencia en conciencia y expresión culturales Competencia personal, social y de aprender a aprender	
Specific Competences:	
1, 2, 3, 4, 6	
Evaluation criteria: 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.2, 6.2	
Materials: The story book: The polar express Flashcards with Christmas related traditions Printable worksheets Presentation about different Christmas traditions around the world	

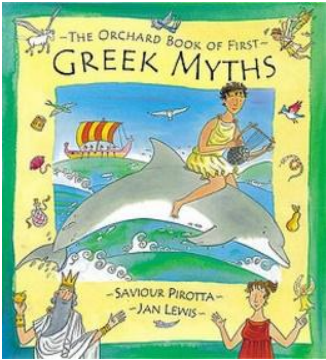
Gender equality			
Subject: English	Year: 3	Unit: 7	Timing: 8 sessions 8 January – 23 January
Unit theme: 	Rationale of the didactic unit theme:  The rationale behind this didactic unit is not only to help children learn to use time and sequence words correctly but also to shed light on a pressing issue that, unfortunately, begins at a very young age: misogyny. While reading this story alone won't solve such a complex problem, it will raise the student's awareness of gender equality; it is an essential step in shaping them into responsible and conscientious members of society.		
Learning outcomes:			
<ul style="list-style-type: none"><li>-Students will be able to use sequence words in a sentence.</li><li>-Students will be able to empathize with the main character of the story</li><li>-Students will be able to reflect on the issues raised in the story through guided conversations</li></ul> <p>Students will be able to debate about the theme of the book.</p> <ul style="list-style-type: none"><li>-Students will be able to listen for the main idea of the story.</li><li>-Students will be able to deduce meaning from context in the story.</li><li>-Students will be able to sequence the protagonist journey by listening for specific information in the story.</li></ul>			
Target lexis/ grammar:		Target function:	
Vocabulary: time and sequence words: first, next, finally, in the beginning, etc. Sentence structure: “___ she applied for the marathon” “First she applied for the marathon”		Identifying and sequencing actions in chronological order.  Debating about the importance of gender equality.	

“_____ she proved that women could run a marathon too”				
“In the end she proved that women could run a marathon too”				
Key competences:				
Competencia en comunicación lingüística				
Competencia plurilingüe				
Competencia personal, social y de aprender a aprender				
Competencia ciudadana				
Specific Competences:				
1, 2, 3, 4				
Evaluation criteria:				
1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1				
Materials:				
Sequencing story cards				
Timeline of the protagonist journey				
The book “The girl who ran”				
Time				
Subject: English		Year: 3	Unit: 8	Timing: 7 sessions 26 January – 9 February
Unit theme:		Rationale of the didactic unit theme:		
		This didactic unit introduces key time expressions like "o'clock," "half past," and "quarter to" that are usually hard for non-native speakers to grasp, in a way that makes learning interactive and enjoyable.		
Learning outcomes:				
-Students will be able to tell time using expressions like "o'clock," "half past," "quarter past," and "quarter to."				
-Students will be able to sequence events from a story.				
-Students will be able to listen for gist of a story.				

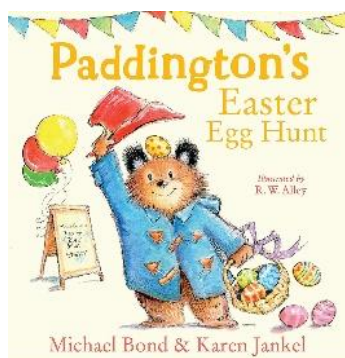
-Students will be able to listen for specific events from a story.				
Target lexis/ grammar:		Target function:		
Vocabulary: telling time: o'clock, half past, quarter past, quarter to, midnight, noon  Sentence structure: "At _____, the bats twist to the dance floor"		Telling time		
Key competences:				
Competencia en comunicación lingüística Competencia plurilingüe				
Specific Competences:				
1, 2, 3, 4				
Evaluation criteria: 1.1, 1.2, 2.2, 2.2, 3.1, 3.2, 4.2				
Materials:  The book "Bats around the clock"  Paper clocks.  Matching Game: match the correct time to the event in the story.				
Adverbs of manner				
Subject: English		Year: 3	Unit: 9	Timing: 6 sessions 12 February – 23 February
Unit theme:  		Rationale of the didactic unit theme:  By using the book "Quick as a Cricket", we can teach young students about similes, descriptive language, opposites and vocabulary related to speed and movement in an engaging and interactive way.		
Learning outcomes:				
-Students will be able to recognize and use adverbs of manner.				
-Students will be able to construct similes with "as".				

-Students will be able to identify and describe characteristics of animals using appropriate adjectives. -Students will be able to pronounce adverbs of manner. -Students will be able to listen for gist of a story. -Students will be able to listen for specific words in the story.	
Target lexis/ grammar:	Target function:
Vocabulary: slowly, quickly, carefully, easily, quietly, nervously, cheerfully. Sentence structure: "I am as ____ as a snail"	Describing movement using adverbs of manner.
Key competences:	
Competencia en comunicación lingüística Competencia plurilingüe Competencia digital	
Specific Competences:	
1, 2, 3, 4, 5	
Evaluation criteria: 1.1, 1.2, 2.1, 2.3, 3.1, 4.1	
Materials: The book "Quick as a cricket" Flashcards Action Dice: with different movements (e.g., run, hop, crawl, fly) combined with another die with adverbs (quickly, slowly, carefully). Worksheets Video of animal movements	

Places in the world				
Subject: English	Year: 3	Unit: 10	Timing: 5 sessions	26 February – 6 March

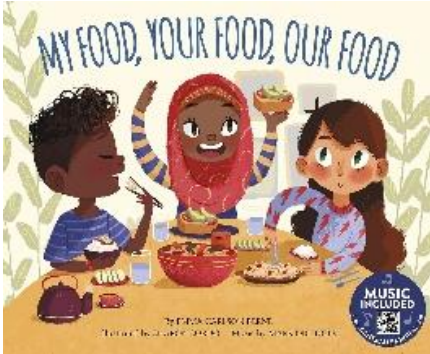
<p>Unit theme:</p> 	<p>Rationale of the didactic unit theme:</p> <p>This unit focuses on helping students understand and use prepositions of place through engaging contexts, such as myths and real-world locations. By exploring places in the world, students will develop their ability to describe locations accurately. The unit also promotes intercultural competence by fostering an appreciation for different places and stories from around the world.</p>
<p>Learning outcomes:</p> <ul style="list-style-type: none"> <li>-Students will be able to use prepositions of place to describe where something is</li> <li>-Students will be able to engage with the context of location-based descriptions.</li> <li>-Students will be able to accurately pronounce mythological places.</li> <li>-Students will be able to listen for gist in the story.</li> </ul>	
<p>Michael Byram, Intercultural Communicative competence elements:</p> <ol style="list-style-type: none"> <li>1. Attitudes (Affective Component): The students must respect Greek traditions and beliefs and be curious and open-minded when learning about them.</li> <li>2. Knowledge (Cognitive Component): The students gain knowledge of their own and Greek traditions and beliefs, as well as understanding the similarities and differences between them.</li> </ol>	
<p>Target lexis/ grammar:</p>	<p>Target function:</p>
<p>Vocabulary: Prepositions of place: in, on, at, under, behind, over, next to, close to.</p> <p>Language function: "The Minotaur is in ____" examples: in the labyrinth, on the mountain, under the sea, etc.</p>	<p>Describing a location.</p>
<p>Key competences:</p>	
<p>Competencia en comunicación lingüística</p> <p>Competencia plurilingüe</p> <p>Competencia en conciencia y expresión culturales</p> <p>Competencia personal, social y de aprender a aprender.</p>	

Specific Competences:
1, 2, 3, 4, 5, 6
Evaluation criteria: 1.1, 1.2, 2.2, 2.2, 2.3, 3.2, 4.1, 5.1, 6.1
Materials: The book "The Orchard Book of First Greek Myths" by Heather Amery Illustrated Greek Myth Scene Posters. Printable worksheets. Role-Play materials (Students can describe the location of these characters using prepositions while acting out scenes).

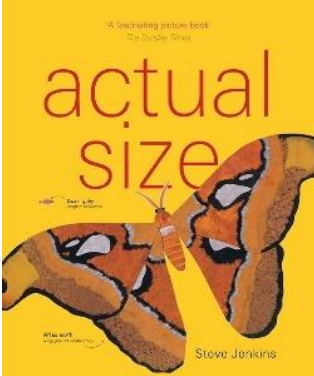
Easter			
Subject: English	Year: 3	Unit: 11	Timing: 9 sessions 9 March–27 March
Unit theme: 	Rationale of the didactic unit theme:  In this unit, students will learn about Easter, its traditions, and how it's celebrated, all while practicing the past simple tense. By reading Paddington's Easter Egg Hunt, they'll not only pick up new vocabulary like "egg," "bunny," and "basket," but they'll also get to explore the different customs that make Easter special.		
Learning outcomes:			
Students will be able to use simple past verbs Students will be able to ask and answer questions about past events Students will be able to identify different types of Easter traditions. Students will be able to sequence the events of a story. -Students will be able to listen for gist in the story. -Students will be able to listen for specific vocabulary in the story.			
Michael Byram, Intercultural Communicative competence elements:			
1. Attitudes (Affective Component): The students must respect other Easter traditions and be curious and open-minded when learning about them. 2. Knowledge (Cognitive Component): The students gain knowledge of their own and other Easter traditions, as well as understanding the similarities and differences between them.			

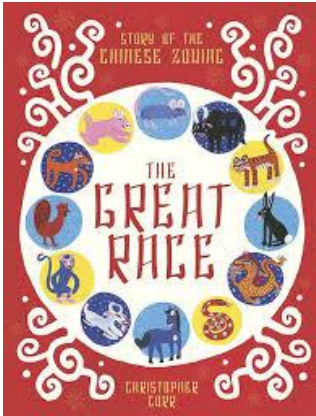
3. Skills of Interpreting and Relating (Cognitive & Practical Component): The students will be able to analyze, interpret, and compare different Easter cultural practices and perspectives.	
Target lexis/ grammar:	Target function:
Vocabulary: Easter, egg, bunny, chocolate, basket, hunt, etc. Sentence structure: Past Simple “Paddington looked for the eggs” “He <b>found</b> one behind the tree.”	Describing past events. Sequencing the events of a story. Telling a story.
Key competences:	
Competencia en comunicación lingüística Competencia plurilingüe Competencia en conciencia y expresión culturales Competencia personal, social y de aprender a aprender.	
Specific Competences:	
1,2,4,6	
Evaluation criteria: 1.1, 1.2, 2.2, 2.2, 2.3, 4.1, 6.1	
Materials: The book “Paddington’s egg hunt” Paper Easter eggs and a small basket Presentation about different easter traditions Printable sheets	



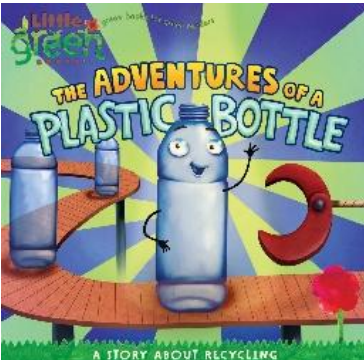
Food and culture			
Subject: English	Year: 3	Unit: 12	Timing: 8 sessions 9 April – 24 April
Unit theme:	<p>Rationale of the didactic unit theme:</p> <p>This unit, based on "My Food, Your Food, Our Food", explores food as a tool for cultural exchange, helping students appreciate the diverse food traditions around the world. By focusing on vocabulary like culture, tradition, meal, recipe, dish, ingredient, students will understand how food connects cultures and how sharing food knowledge can reduce inequalities in the classroom.</p>		
			
Learning outcomes:			
<ul style="list-style-type: none"><li>-Students will be able to understand and use vocabulary related to food, (e.g., meal, recipe, ingredient).</li><li>-Students will be able to identify and describe the cultural significance of different foods.</li><li>-Students will be able to write a simple recipe using proper sequencing and language structures.</li><li>-Students will be able to engage in discussions about food traditions from various cultures, recognizing the value of cultural exchange.</li><li>-Students will be able to reflect on how sharing food knowledge can promote inclusivity and reduce inequalities in the classroom and the world.</li><li>-Students will be able to use imperative verbs.</li><li>-Students will be able to deduce meaning from context in the story.</li><li>-Students will be able to listen for gist in the story.</li></ul>			
Intercultural Communicative competence elements:			

1. Attitudes (Affective Component): The students must respect other food-related traditions and be curious and open-minded when learning about them. 2. Knowledge (Cognitive Component): The students gain knowledge of their own and other food-related traditions, as well as understanding the similarities and differences between them. 3. Skills of Interpreting and Relating (Cognitive & Practical Component): The students will be able to analyze, interpret, and compare different cultural food practices and perspectives.	
Target lexis/ grammar:	Target function:
Vocabulary: Culture, tradition, meal, recipe, dish, ingredient, mix, cut, add, cook, bake, serve. Language focus: Grammatical structure: " ____ is from _____. People eat it because ____ "	Explaining the culture significance of food. Writing a recipe
Key competences:	
Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender Competencia ciudadana	
Specific Competences:	
1, 2, 3, 4, 6	
Evaluation criteria: 1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 4.1, 6.1	
Materials: The Book "My Food, Your Food, Our Food" by Shelley Rotner & Sheila M. Kelly. Recipe Templates Cultural Food Samples Printable Worksheets	

Finding comparisons in nature			
Subject: English	Year: 3	Unit: 13	Timing: 9 sessions 27 April – 15 May
Unit theme:	<div></div> <p>Rationale of the didactic unit theme:</p> <p>Actual Size helps teach comparative vocabulary (e.g., bigger than, smaller than) and sentence structures (e.g., "The tiger is ____ than the cat") to the students in a fun and engaging way by using life-sized illustrations of animals. In addition, it emphasizes the importance of understanding and protecting our nature by learning about the size, power, and role of animals in the ecosystem.</p>		
Learning outcomes:			
<p>Students will be able to use comparative vocabulary (e.g., bigger than, smaller than, faster than) to describe animals and objects.</p> <p>Students will be able to compare the size and characteristics of different objects and animals.</p> <p>Students will be able to identify the importance of protecting wildlife and preserving natural habitats.</p> <p>Students will be able to recognize the diversity of life on land and understand the need for environmental conservation.</p> <p>Students will be able to see the differences between their native language and English related to animal and nature vocabulary.</p>			
Intercultural Communicative competence elements:			
<div><div>1.</div><div>Skills of interpreting and relating: The students gain the skills of interpreting and relating when using comparative vocabulary to describe animals while also developing a deeper understanding of environmental diversity.</div></div> <div><div>2.</div><div>Attitudes: encouraging students to consider why caring about our environment is important and helps foster an open and reflective mindset about environmental responsibility.</div></div>			
Target lexis/ grammar:	Target function:		

Vocabulary: bigger than, smaller than, faster than, louder than, etc. Sentence structure: The tiger is _____ than the cat.	Describing animals using comparisons.		
Key competences:			
Competencia matemática y en ciencia, tecnología e ingeniería. Competencia plurilingüe. Competencia en comunicación lingüística. Competencia personal, social y de aprender a aprender.			
Specific Competences:			
1, 2, 3, 4, 5			
Evaluation criteria: 1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1			
Materials:  The Book "Actual Size" by Steve Jenkins  Posters with Comparative Vocabulary  Craft Supplies (scissors, glue, paper, color pencils, markers).			
Counting animals			
Subject: English	Year: 3	Unit: 14	Timing: 6 sessions 18 may – 29 may
Unit theme:  	Rationale of the didactic unit theme:  This book will help students learn how to use cardinal numbers (first, second, third, etc.) by exploring the sequence of animals in the story. Additionally, the cultural aspect of the Chinese zodiac adds a layer of global awareness, enriching the learning experience.		
Learning outcomes:			
Students will be able to learn and use ordinal numbers (first, second, third, fourth, fifth, sixth, etc.).			

<p>Students will gain knowledge of how each animal corresponds to a specific year in the Chinese calendar.</p> <p>Students will be able to describe rank and position.</p> <p>Students will be able to position other living beings/ objects using ordinal numbers.</p> <p>Students will be able to sequence the events of a story.</p>	
<p>Michael Byram, Intercultural Communicative competence elements:</p> <p>1. Attitudes (Affective Component): The students must respect Chinese traditions and beliefs and be curious and open-minded when learning about them.</p>	
Target lexis/ grammar:	Target function:
<p>Vocabulary: First, second third, fourth, fifth, sixth, etc.</p> <p>Language focus:</p> <p>"The tiger was ____ in the Chinese zodiac"</p> <p>"The horse is ____ in the Chinese zodiac"</p>	<p>Sequencing events from a story</p> <p>Describing orders using ordinal numbers</p>
Key competences:	
<p>Competencia en comunicación lingüística</p> <p>Competencia plurilingüe</p> <p>Competencia en conciencia y expresión culturales</p> <p>Competencia personal, social y de aprender a aprender.</p>	
Specific Competences:	
1, 2, 3, 4,6	
<p>Evaluation criteria:</p> <p>1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 6.1</p>	
<p>Materials:</p> <p>The Book - "The Great Race" by Christopher Corr</p> <p>Flashcards with Animals and Ordinal Numbers</p> <p>Chinese Zodiac Wheel or Chart</p> <p>Animal Figurines or Toys</p>	

Recycling and its importance			
Subject: English	Year: 3	Unit: 15	Timing: 9 sessions 1 June – 19 June
Unit theme: 	Rationale of the didactic unit theme: This book will develop the environmental awareness of the students as well as teaching them about the life cycle of a plastic bottle, from production to recycling, making it relevant to the “conocimiento del medio” subject.		
Learning outcomes:			
Students will be able to understand and use key vocabulary words related to recycling.			
Students will be able to identify recyclable and non-recyclable materials.			
Students will be able to express opinions on why recycling is important using the given sentence frames.			
Students will be able to suggest ways to reduce waste.			
Students will be able to create a short comic book.			
Intercultural Communicative competence elements:			
1. Skills of interpreting and relating: The students gain the skills of interpreting and relating when using comparative vocabulary to describe the recycling process while also developing a deeper understanding of environmental diversity.			
2. Attitudes: encouraging students to consider why recycling is important helps foster an open and reflective mindset about environmental responsibility.			
Target lexis/ grammar:		Target function:	
Vocabulary: recycle, reuse, reduce, pollution, trash, plastic, factory, etc.		Narrating a story through a comic.	
Language focus: “We should____” “We need to ____”		Expressing obligations.	

"We must ____" "We have to ____" "We should recycle plastic bottles to help the planet."	
Key competences:	
Competencia en comunicación lingüística Competencia plurilingüe Competencia personal, social y de aprender a aprender. Competencia ciudadana. Competencia digital.	
Specific Competences:	
1,2,3,4	
Evaluation criteria: 1.1, 1.2, 2.1, 2.2, 2.3,3.1, 4.1, 4.2	
Materials: The book "the adventures of a plastic bottle" Videos about the process of recycling. Web page for making comics: <a href="https://www.storyboardthat.com/comic-maker">https://www.storyboardthat.com/comic-maker</a>	

## 6. METHODOLOGY

This syllabus has been developed based on the guidelines and recommendations outlined in Royal Decree 157/2022, which establishes the framework for English language instruction in Spain.

The overall goal of this syllabus is to construct the student's communicative competence. The Communicative Language Teaching (CLT) approach emphasizes practical language use, teaching students to apply language in culturally appropriate contexts. It involves using real-world materials and creating opportunities for meaningful communication in the classroom, since each unit is designed around a storybook that covers key English functions and skills tied to the communicative competence (Brown, 2007) focusing on interaction, CLT aims to develop students' fluency and the ability to use language in authentic situations, making learning more relevant and dynamic (Brown, 2007), for

example: the students have a guided conversation about gender equality after reading the story “The girl who ran.” These are implemented in the syllabus using storybooks as real materials the students can relate to. These books serve as a context for learning and present elements of culture like gender equality, different traditions around the world, cultural identities, and climate justice, which allows students to discuss issues that develop their cultural awareness. The ultimate goal of this syllabus is for the students to read these stories, debate them in class, and build their intercultural and communicative competences.

The storytelling approach is central to the syllabus because, as Cameron (2001) points out, storytelling supports language acquisition, fosters interaction, and introduces diverse cultures. Storybooks offer visual and textual elements that cater to various learning styles and interests, introducing new vocabulary, grammar structures, and cross-curricular links in an engaging and interesting way for young learners. While the students might not understand every word of the story, the focus is on “listening for gist” and using strategies to infer meaning, which helps develop literacy skills, they do this in every unit since the storybook format allows for students to have to listen for gist and make predictions during the readings. The stories also serve to introduce cultural concepts, contributing to students' global awareness and cultural sensitivity. For this methodology to be effective for young learners, teachers must provide sufficient scaffolding, (explain how I do that in each unit like first we start doing this then we end with this that brings everything together putting examples), which is essential for both literacy development and intercultural competence (Schleppegrell, 2004).

By using Communicative Language Teaching (Brown, 2007), we can help students produce texts that are appropriate for a wide variety of different contexts by using authentic materials and encouraging understanding of the writer's intentions. Classroom communication is not only about content but also about interacting with their peers, which gives them opportunities to share their own ideas and to learn from the ideas of others. Several of the activities developed in this syllabus foster speaking and writing skills (in unit recycling and its importance the students create and write a comic), with topics related to intercultural competence (units like Halloween, Christmas, Easter, and Food and Culture),



allowing students to communicate freely, with tolerance for errors, while also providing opportunities for constructive feedback.

Following the Royal Decree 157/2022, one of the key competences of the English curriculum is plurilingualism, where communicative competence and intercultural competence coexist. Promoting your students to have effective communication in a foreign language (in this case, English) should be done by keeping in mind the age and interests of the students. In response to this, this syllabus is designed to develop the intercultural and communicative competences through a narrative approach, in line with literacy and genre pedagogies (Schleppegrell, 2004). These pedagogies make it so that young kids develop better literacy abilities at an early age. Furthermore, using books presents the opportunity for connecting the students to wider world issues, providing cultural awareness.

The development of intercultural competence is crucial for addressing the challenges that many of the students in the school might struggle with (since it has a high number of immigrant students), including the need to combat prejudice and hate speech. English requires students to learn how to communicate across cultural boundaries. By building their intercultural education, we can make the students understand the vitality of peace, democracy, and environmental justice (Pestalozzi, 2014). The syllabus aims to build this by addressing themes such as gender equality, traditions, and environmental issues like recycling.

Finally, when it comes to “Information and Communication Technology” (ICT), it plays a fundamental role in enhancing the teaching-learning process by facilitating interactive and engaging learning experiences. In this syllabus, ICT is integrated to support language acquisition. To ensure an effective integration of ICT, the students will engage in digital storytelling (for example: making a digital comic) and research-based activities (for example: researching different cultures) that connect classroom learning with real-world contexts and develop the student’s autonomy and creativity.

In conclusion, this syllabus integrates storytelling, communicative language learning, and intercultural competence to create an engaging and meaningful learning experience for students. Each unit takes a systematic approach: first, students are introduced to a story through pre-reading activities that activate prior

knowledge. Then, they work on the text using strategies like predicting, questioning, and summarizing. Finally, they practice communicative tasks, such as discussions, to practice language ability in a simulated environment. Finally, students introspect about cultural topics and reinforce their learning through creative tasks, such as creating digital comics. Through this process, the syllabus ensures both linguistic and cultural competencies are developed, enabling students to communicate precisely in a globalized world.

## 7. EVALUATION

- MINIMAL REQUIREMENTS

The Royal Decree 95/2022 establishes the minimum required knowledge that Early Childhood Education and Primary school children should learn. These minimum requirements go in accordance with the evaluation criteria presented in the Royal Decree 61/2022 and every student needs to have them in order to pass to the next stage in their education.

- DECRETO 61/2022:

The Royal Decree 61/2022 presents several evaluation criteria that has to be met for every cycle of primary school. In the case of the second cycle, there are fifteen evaluation criteria: 1.1, 1.2, 2.2, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3.

We have to keep in mind the evaluation criteria that has to be met for every primary school cycle. Since this syllabus is for the second cycle of primary school the criteria, I must meet are the next ones:

- 1.1: Recognize and interpret the meaning of simple texts on familiar topics. Helps students understand basic texts in English related to their daily lives by using story books.
- 1.2: Apply strategies to comprehend brief, simple texts on familiar subjects, guiding students to extract meaning from short texts using simple strategies.
- 2.1: Express short phrases about daily topics, focusing on rhythm and intonation, many of the activities in all 3 units encourages speaking simple sentences while practicing pronunciation in English.

- 2.2: Write short, simple texts on familiar topics using basic structures. Story books support students in writing brief texts with basic vocabulary and structures.
- 2.3: Apply strategies to create simple messages in English with guidance of the teacher and the stories to communicate briefly and effectively.
- 3.1: Participate in simple interactions on familiar topics from stories that relate to them using repetition and non-verbal cues.
- 3.2: Use basic strategies for greetings, introductions, and simple questions in English.
- 4.1: Interpret and explain simple texts, considering diversity and using various resources.
- 4.2: Use basic strategies to support comprehension and communication, encouraging students to use resources to aid understanding and expression
- 5.1: Compare basic aspects of different languages and their functions, which helps students notice linguistic differences between languages.
- 5.2: Use strategies to improve language skills with support from peers and resources.
- 5.3: Track and apply progress in language learning through self and peer evaluation.
- 6.1: Recognize and respect cultural diversity, identifying similarities and differences.
- 6.2: Appreciate diversity in countries where English is spoken, fostering peaceful coexistence.
- 6.3: Use strategies to understand linguistic, cultural, and artistic diversity.

All students must acquire these competences and be evaluated according to the development of this in a fair and equative manner.

- **EVALUATION: THE ROLE OF THE TEACHER AND THE TOOLS USED**

In order to evaluate the students, the teacher needs to take into consideration not only the assignments and exams that have a numeral mark, but also the work and participation the students have in class, as well as the way they treat each other, their creativity, and their global understanding of the subject.

As a teacher, my only job is not to just evaluate my students by giving them a mark, but to observe the way they use the English language and system learned on a daily basis during the English subject when they carry out an activity. To do this, I need to check for their understanding with questions and activities that let me see the knowledge that the students have about something specific. For example; in an activity where they need to use the vocabulary that they have learned, I will ask a question that makes them describe to me what that word that they have chosen means (If it's a Halloween word like vampire, I will ask if they can describe what a vampire is or what they look like, to see if they truly understand what the word means). This observation will be carried out by marking the work that each student has put into every lesson in a rubric and by the end of the unit I will use an observation sheet where I can make a note of their progress through the entire unit by looking at my everyday notes.

The evaluation is continuous during the entire academic year, even though the evaluation is carried out every day with the activities they do in class and their participation, there are three key moments during the year (the beginning, the middle and the end) where the student will have an exam to prove their knowledge. The initial evaluation will be carried out at the beginning of the year, before we start the first unit, to see the past knowledge the students have and their level. The second will be done in the middle of the academic year, this will allow both us and me to see how much they have learned but also what they need to revise and put more attention on. Lastly, the final evaluation will be made by the end of the year, and it will show how much the students have learned throughout the year.

Apart from the evaluation carried out by the teacher, the students will also evaluate themselves and their classmates in many activities by using a peer and self-assessment tool that will be handed to them ([annex](#)). This method encourages revising (since they will first be doing something, and then they will have to look at it again paying attention to detail to be able to grade it correctly), and active listening (in the activities where they must speak to each other rather than writing the answer). In addition, having to write feedback for their peers will make students notice mistakes they have made themselves (Grabe & Kaplan,

1996), and make the students less apprehensive about reviving feedback since it comes from an equal.

Since there are a variety of activities that will be carried out though the year, each will be evaluated differently (some are worksheets, others are presentations, oral participation during speaking activities, behavior in class, etc.). The difference in importance of each is represented in the next table:

TYPE OF ASSESSMENT	DESCRIPTION	UNIT WEIGHT
Initial evaluation	Diagnostic evaluation and needs analysis at the beginning of the year.	10%
Continuous evaluation	Daily class participation, creativity, behavior, collaboration, understanding through questions and activities (on an observation sheet made by the teacher, peer and self-assessment).	50%
Final evaluation	An exam, written text or oral to assess student progress and overall knowledge retention at the end of each unit.	40%

TYPE OF ASSESSMENT	TRIMESTRIAL WEIGHT
First trimester	Each unit will contribute 20% to the trimestral mark.
Second trimester	Each unit will contribute 50% to the trimestral mark.
Third trimester	Each unit will contribute 30% to the trimestral mark.

## 8. ATTENTION TO DIVERSITY

In any school, classroom and subject it is essential to consider the diverse needs of all students to ensure a quality education for all. This includes not only those with specific educational support needs (ACNEAE) but also students who may have different learning styles, cultural backgrounds, or linguistic proficiencies. As teachers, we need to acknowledge this diversity, and create an inclusive learning environment that promotes engagement, comprehension, and language acquisition for all learners. This is a required focus, as stipulated by the Community of Madrid (2023) in Decree 23/2023, issued on March 22 by the Governing Council, which regulates educational attention to individual differences among students in the Community of Madrid (Official Bulletin of the Community of Madrid, 69). Based on this, the syllabus also focuses on fostering students' intercultural competence, as it can help students from diverse cultures feel welcomed and enable them to draw from their unique experiences, especially considering the school's significant number of immigrant families.

One of the most effective approaches to addressing all the diverse needs our students might have is the Universal Design for Learning (UDL) which provides a flexible framework that accommodates individual differences by offering multiple means of engagement, representation, and expression. In the context of storytelling, this means:

### Multiple Means of Engagement:

Keeping students motivated and engaged in the classroom while using storytelling as an approach to teach English requires catering to all the diverse interests and learning styles that the students might have. While narrating the book, it is important to modulate our voice; making loud noises, whispering, making a silly voice when the story allows it brings stories to life for the students and makes them more engaged into what you are reading to them. When it comes to the illustrations, these offer a rich visual stimulus, making comprehension easier for all students, and especially for ones that are more visual learners. Additionally, interactive activities such as role-playing and

storytelling games encourage active participation, allowing students to form meaningful connections with the content and their peers.

#### Multiple Means of Representation:

To ensure all students can access and understand content, stories should be presented in a variety of formats that cater to all different learning needs. Using text-based stories will be more useful for developing skills like reading, while audio recording or simply reading the story to the students offer an alternative for students who need to better their listening comprehension. Then, we also need to consider that most story books aimed at children use visual aids, such as illustrations, to provide support to the story and its comprehension. Additionally, using real-life objects, props, and role-playing brings stories to life, making abstract concepts more tangible and engaging for young learners that might have more difficulties with grasping more complicated themes. Ultimately, using extra scaffolding, such as subtitles and captions on videos, paired reading activities, and gestures and flashcards to reinforce key vocabulary, can further support students with language processing difficulties, ensuring that every learner has the opportunity to succeed.

#### Multiple Means of Expression:

The students should be given opportunities to demonstrate their understanding of a story in ways that align with their individual strengths and creativity. While we can still use traditional types of assessment tools like written summaries or exams about the story contents from the book, alternative methods can offer students diverse ways to express what they have learned. Oral retellings, comic strip creations, and role-plays are examples of tools that we can use to allow for a more dynamic representation of the student's comprehension. For example, there can be students with more artistic talents that could draw or illustrate scenes from the story providing a visual means of demonstrating what they have learned in the lesson. Group projects where they have to put all of their ideas in common promote collaboration and social interaction, as well as fostering their communication skills. Role-playing and improvisation activities can help students embody the characters from the story and their struggles,

relating it to their own real-life issues and deepening their engagement with the material. Moreover, giving students the chance to rewrite endings or continue the stories imagining what they think could happen after the endings encourages creativity and higher-order thinking, allowing them to form deeper connections with the content.

## 9. CONTRIBUTION TO OTHER PLANS

Since this syllabus used a story-based methodology, many of the story books used can implement contents from other subjects. In the case of this syllabus, the subjects that have more related topics with the stories are Moral classes (the alternative to religion) and Natural Science subjects (though some books could also be used as a tool in the Math, Art and Physical Education subjects). Even if this syllabus is not focused on a CLIL approach, it could be used as a reference to plan a CLIL class in some of the subjects mentioned above.

- Contribution to the development of the English language:

This syllabus is based on the English subject therefore it contributes to the development of the acquisition of the English language and its contents such as lexis, grammar, function and discourse. Specifically, this syllabus focuses on the acquirement of the communication and intercultural competences by focusing on having conversations about the story-books topics, respect for different cultures and beliefs.

- Contribution to the development of student's citizenship and coexistence.

Many of the stories in all fifteen units focus on developing the student's citizenship competencies by shining a light on issues like gender inequalities, the effects of bullying, and race and culture inequalities. Putting emphasis on themes like this fosters the students' empathy skills and makes them better people in the long run, becoming model future citizens.

- Contribution to ICT

Out of all the activities developed in the syllabus, many rely on the use of ICT to introduce or complete an activity (like the presentations that introduce the Halloween and Christmas units, or the online diagram of the body for unit 2 "My body"). These types of activities create a different type of stimuli in the students



(especially in this era, where technology is a big part of their lives from a very early age). These activities have to be done with supervision from the teacher to create a secure way to engage in technology, creating healthy habits surrounding technologies from a young age.

## 10. CONCLUSION

When I started creating this syllabus, I was sure I was not going to be able to ever end it, it felt like such a scary task that I had never done before and my confidence in my abilities was not the best. Fortunately, I received help not only from my tutor Lyndsay Renee Buckingham Reynolds, who has helped me through this process by always offering help and responding to all of my questions, but from my peers, who were also struggling to get through their own TFG's and still helped me with questions about my activities and helping with my insecurities in my abilities to make a great syllabus.

The reason I chose this subject and theme for my syllabus is close to my heart, since books have always been a refuge to me, and I would have wished for my English classes to have been based on them instead of just memorizing vocabulary. Also, through the making of this syllabus, I have done research about this methodology and learned how effective it is with young learners to acquire English communicative, reading and writing skills.

Apart from the importance of books as a tool, I also put a lot of focus on the intercultural and citizenship competences, since social issues have always been something I have been invested in my entire life. I believe that kids need to learn from a very young age to engage with others in a respectful and tolerant way, and books are an amazing tool to introduce them to more complicated topics in an age-appropriate way.

In conclusion, I feel that working on this syllabus has contributed to my growth both as an educator and as an individual. Throughout the entire process, I encountered various challenges, but I am hopeful that the insights and skills I've gained will shape my future teaching practice.

## 11. ACKNOWLEDGMENTS

I would like to acknowledge the use of ChatGPT, a large language model developed by OpenAI, which I used to support the initial brainstorming process and to help refine and correct certain parts of this work. The tool was especially helpful in organizing ideas and improving the clarity and structure of my writing.

I also want to express my thanks to my friends and Lyndsay; my TFG teacher, whose guidance, encouragement, and helpful feedback were essential throughout this process.

Finally, I am especially grateful to my family for their unwavering support by pushing me to do my best, even when I got discouraged.

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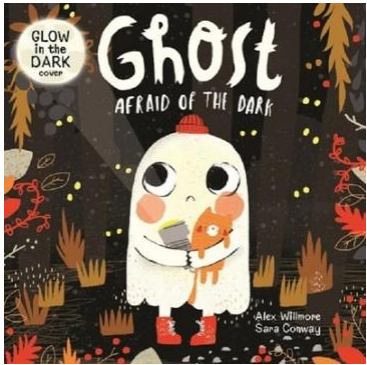
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### 13. ANNEXES

Developed didactic unit: Halloween

Unit: 3	6 sessions, 20th – 31st of October	Title: Halloween
Book:	Specific competences	Evaluation criteria
	1, 2, 3, 4, 6.	1.1, 1.2, 2.1, 3.1, 3.2, 4.2, 6.1, 6.2.
<p>Vocabulary: ghost, shadow, creature, monster, vampire, witch, mummy, potion, fairy pumpkin patch, spooky bridge, haunted house, dark forest, witch's cottage, foggy cemetery.</p> <p>Sentence structure:</p> <p>What are you going to be for Halloween?" "I am going to be a ____"</p>		
<p>Contents:</p> <ul style="list-style-type: none"> <li>- Funciones comunicativas básicas: Expresión de futuros planes (What are you going to be for Halloween? / I am going to be a...), descripción de disfraces y tradiciones.</li> <li>- Léxico elemental: Vocabulario sobre disfraces y Halloween (ghost, shadow, creature, monster, vampire, witch, mummy, fairy, pirate, Dracula, Frank, Werewolf, Mummy pumpkin patch, spooky bridge, haunted house, dark forest, witch's cottage, foggy cemetery,</li> </ul>		

<p>- Modelos contextuales y géneros discursivos: Uso del cuento Ghost Afraid of the Dark como texto literario y tarjetas de vocabulario.</p> <p>- Estrategias de compensación comunicativa: Uso de imágenes, gestos y contexto para comprender y expresar</p> <p>- La lengua extranjera como medio de comunicación y relación con otras culturas: Reflexión sobre cómo se celebra Halloween en distintos países y comparación con España.</p> <p>- Valoración de la diversidad cultural: Respeto y curiosidad por las tradiciones de otros países.</p> <p>- La literatura como vehículo cultural: Uso del cuento Ghost Afraid of the Dark para acercarse a otras culturas y sus tradiciones.</p>	
<p>Function/genre:</p> <p>Writing an invitation.</p> <p>Making predictions.</p> <p>Expressing future plans.</p> <p>Identifying different Halloween traditions.</p>	<p>Sessions</p> <p>1. Is the dark our friend?</p> <p>2. What is Halloween? Is it the same everywhere?</p> <p>3. Looking at costumes and monster's through song.</p> <p>4. Haunted Map Adventure.</p> <p>5. Writing an invitation to a Halloween party.</p> <p>6. Making our Halloween mask.</p>
<p>Intercultural Communicative competence elements:</p> <ol style="list-style-type: none"> <li>1. Attitudes (Affective Component): The students will develop/ will be encouraged to respect other Halloween traditions and be curious and open-minded when learning about them.</li> <li>2. Knowledge (Cognitive Component): The students gain knowledge of their own and other Halloween traditions, as well as understanding the similarities and differences between them.</li> <li>3. Skills of Interpreting and Relating (Cognitive &amp; Practical Component): The students will be able to analyze, interpret, and compare different Halloween cultural practices and perspectives.</li> </ol>	
<p>Learning outcomes:</p> <p>-Students will be able to name different types of Halloween costumes</p> <p>-Students will be able to express their preference between costumes</p>	

- Students will be able to identify the differences in Halloween traditions depending on the country
- Students will be able to participate in Halloween traditions
- Students will be able to express future plans: “What are you going to be for Halloween?” “I am going to be a \_\_\_\_”
- Students will be able to answer questions related to the main ideas of the story.
- Students will be able to listen for gist of the story
- Students will be able to use appropriate genre features to write a Halloween party invitation.
- Students will be able to confirm guesses/predictions when listening to a story.

#### Sessions:

Unit 1	Lesson 1	Group: 3 <sup>rd</sup> grade	Time: 50`
Topic	Is the dark our friend?		Date: 20 of October
Focus:			
Skills	Listening/speaking		
Systems	Lexis		
Competences	1,2,3 and 4		
Contents:			
<p>Léxico elemental: Vocabulario sobre Halloween (Ghost, creature, monster, vampire, witch, Mummy, Dracula, Frank, Werewolf).</p> <p>Modelos contextuales y géneros discursivos: Uso del cuento Ghost Afraid of the Dark como texto literario y tarjetas de vocabulario.</p> <p>La literatura como vehículo cultural: Uso del cuento Ghost Afraid of the Dark para acercarse a otras culturas y sus tradiciones.</p>			
Learning Outcomes		Evaluation Criteria <a href="#">(1)</a>	
<p>-Students will be able to get the gist of the story.</p> <p>-Students will be able to make predictions</p>		<p>1.1, 1.2, 2.1, 3.2, 4.2</p> <p>1.1. Recognize keywords and overall meaning in The Ghost Afraid of the Dark.</p>	

-Students will be able to use Halloween lexis.		1.2. Apply guided strategies to grasp meaning in The Ghost Afraid of the Dark.  2.1 Orally express short phrases with basic information on everyday topics (making predictions about the book)  3.2. Express short messages and answer simple questions in English (Answering questions about the story)  4.2. Use guided strategies to bridge understanding and improve communication. With physical resources (Flashcards).	
Previous knowledge:	Emotions		
Materials:	The book Ghost Afraid of the Dark Flashcard about the ghost's fears		Spaces: The classroom
Procedures:			
Stage:	Timing:	Activities:	Grouping:
Warm up	5'	- Begin with a quick check-in: ask students how they are feeling today, tell them to use emotion flashcards from previous lessons.	Whole group
Pre-Reading	10'	- Show the book cover and ask students to predict what the story is about.  - Introduce key vocabulary words using pictures (e.g., "ghost," "mummy", "witch").	Whole group
While-reading	15'	- Read the story aloud, pausing to ask guiding questions about	Groups of 5

		<p>the illustrations and events.</p> <ul style="list-style-type: none"> <li>- Ask students to guess what will happen next before turning the page and check if the predictions were right.</li> <li>- Discuss how the characters felt throughout the story (with the support of emotion flashcards from previous lessons).</li> </ul>	
Post-reading	15'	<ul style="list-style-type: none"> <li>- Show <a href="#">flashcards</a> of the reasons Boo's friends give to not be afraid of the dark, and have students sort them into who gave him that advice.</li> <li>- Act out a short scene from the book using flashcards, letting students take turns playing different roles.</li> </ul>	Whole group
Cooldown	5'	<ul style="list-style-type: none"> <li>- Ask students to share their favorite part of the story and why.</li> </ul>	Whole group

Unit 1	Lesson 2	Group: 3 <sup>rd</sup> grade	Time: 50`
Topic	What is Halloween? Is it the same everywhere?		Date: 23 of October
Focus:			
Skills	Listening/speaking		
Competences	6		
Contents:			
- La lengua extranjera como medio de comunicación y relación con otras culturas: Reflexión sobre cómo se celebra Halloween en distintos países y comparación con España.			

- Valoración de la diversidad cultural: Respeto y curiosidad por las tradiciones de otros países.			
Learning Outcomes		Evaluation Criteria <a href="#">(2)</a>	
-Students will be able to identify the differences in Halloween traditions depending on the country.  -Students will be able to respect and value different Halloween traditions.		6.1. Act with respect in multicultural contexts, comparing languages and cultures, and rejecting any form of discrimination.	
		6.2. Value the diversity of foreign-language-speaking countries, showing interest in their language and culture to promote respect and coexistence.	
		6.3. Use basic strategies, with guidance, to understand and appreciate linguistic, cultural, and artistic diversity.	
Previous knowledge:	Halloween vocabulary		
Materials:	Presentation about different Halloween cultures  Prints with different Halloween traditions around the world.		Spaces:  The classroom
Procedures:			
Stage:	Timing:	Activities:	Grouping:
Warm-up	5'	- Quick recap: Ask students what they remember about the last lesson (fears, bravery, the story of the book).	Whole group
Pre-listening	5'	- Introduce the idea that Halloween is celebrated differently around the world by talking first about the things we do to celebrate Halloween in Spain, then ask: “Do you think this is the same everywhere?”.	Whole group



While-listening	15'	<ul style="list-style-type: none"> <li>- Show <a href="#">a presentation</a> on different Halloween-related traditions (Día de los Muertos in Mexico, Samhain in Ireland, Obon in Japan, etc.).</li> <li>- Ask guiding questions: What do these traditions have in common? How are they different?</li> </ul>	Whole group
Post-listening	20'	<ul style="list-style-type: none"> <li>- Group Task: Each group receives a <a href="#">card with a photo</a> of a Halloween tradition and a flag.</li> <li>- Matching Game: Students match images of Halloween traditions with their country of origin.</li> </ul>	Groups of 5
Cooldown	5'	- Exit Ticket: name your favorite Halloween tradition.	Whole group

Unit 1	Lesson 3	Group: 3 <sup>rd</sup> grade	Time: 50'
Topic	Looking at costumes and monster's through song.		Date: 24 of October
Focus:			
Skills	Listening, speaking		
Systems	Lexis and grammar		
Competences	1, 2		
Contents:			
<ul style="list-style-type: none"><li>- Funciones comunicativas básicas: Expresión de gustos y preferencias (“What are you? I am a___” descripción de disfraces y tradiciones.</li><li>- Léxico elemental: Vocabulario sobre disfraces y Halloween (ghost, monster, shadow, creature, vampire, fairy, pirate).</li><li>- Estrategias de compensación comunicativa: Uso de imágenes, gestos y contexto para comprender y expresar.</li></ul>			

Learning Outcomes			
-Students will be able to name different types of Halloween costumes			
-Students will be able to express their preference between costumes			
-Students will be able to express future plans: “What are you going to be for Halloween?” “I am going to be a ____”			
Previous knowledge:		Halloween vocabulary	
Materials:		Halloween song Flashcards with costumes	Spaces: The classroom
Procedures:			
Stage:	Timing:	Activities:	Grouping:
Warm up	5'	Ask the students about their day and remind them of the different Halloween traditions by asking them which ones they remember.	Whole group
Present	5'	- Show <a href="#">flashcards</a> with different Halloween costumes (ghost, monster, vampire, etc.). - Ask students to name the costumes they recognize.	Whole group
Practice	10'	- Play a <a href="#">Halloween song</a> that includes costume-related words. - While listening, students hold up flashcards when they hear the corresponding word. - After listening, ask simple comprehension questions: What costumes did you hear? Did you like the song?	Whole group

Produce	25'	<ul style="list-style-type: none"> <li>-Introduce the model structure and ask the question: What are you going to be for Halloween? and the response: I am going to be a...</li> <li>- Model the sentence using examples (write them down on the blackboard).</li> <li>- Pair Activity: Students take turns asking and answering using <a href="#">flashcards</a>.</li> <li>- Charades Game: One student acts out a costume while others guess and use the target structure.</li> <li>- Quick Review Game: Show costume flashcards, and students say the correct sentence: I am going to be a...</li> </ul>	Whole group and then pairs.
Cooldown	5'	- Exit Ticket: Students answer: What was your favorite costume today? And say one new word they learned.	Whole group

Unit 1	Lesson 4	Group: 3 <sup>rd</sup> grade	Time: 50`
Topic	Haunted Map Adventure		Date: 27 of October
Focus:			
Skills	Listening, reading, speaking.		
Systems	Lexis and grammar		
Competences	1,2 and 4		
Contents:			

<ul style="list-style-type: none"><li>- Léxico elemental: Vocabulario sobre elementos de Halloween (pumpkin patch, spooky bridge, haunted house, dark forest, witch’s cottage, foggy cemetery)</li><li>- Estrategias de compensación comunicativa: Uso de imágenes, gestos y contexto para comprender y expresar.</li></ul>			
Learning Outcomes			
<ul style="list-style-type: none"><li>-Students will be able to read and interpret a simple map.</li><li>-Students will be able to practice finding locations by answering questions.</li><li>-Students will be able to scan for specific information in a map.</li><li>-Students will be able to create a simple map.</li></ul>			
Previous knowledge:		Halloween vocabulary and prepositions of place.	
Materials:		Simple map display for the introduction  Blank posters (for students to create their own map).	Spaces: The classroom
Procedures:			
Stage:	Timing:	Activities:	Grouping:
Warm-up	5’	The teacher asks students about their week and introduces the lesson by asking them if they have ever done a treasure hunt and if they know what it is.	Whole group
Pre-reading	5’	The teacher will do a review of prepositions of location (next to, across from, etc.) by using objects from the classroom.	Whole group

While-reading	25'	<p>-The teacher displays a simple <a href="#">Halloween map</a> with a legend (e.g., haunted house, pumpkin patch, spooky bridge, dark forest, witch's cottage, foggy cemetery).</p> <p>-The students then have to practice finding locations by answering questions:</p> <ul style="list-style-type: none"> <li>- "Where is the haunted house?"</li> <li>- "What is next to the pumpkin patch?"</li> </ul>	Groups of 5
Post-reading	10'	In groups, students design a simple Halloween theme map and hang it in the class for display.	Groups of 5
Cool-down	5'	- Ask students to share their favorite part of the activity was.	Whole group

Unit 1	Lesson 5	Group: 3 <sup>rd</sup> grade	Time: 50`
Topic	Writing a Halloween invitation		Date: 30 of October
Focus:			
Skills	Listening, writing		
Systems	Lexis and grammar		
Competences	1, 2, 3, 4		
Contents:			
<ul style="list-style-type: none"><li>- Léxico elemental: Vocabulario sobre disfraces y Halloween (ghost, monster, shadow, creature).</li><li>- Estrategias de compensación comunicativa: Uso de imágenes, gestos y contexto para comprender y expresar.</li><li>-Modelos contextuales y géneros discursivos básicos de uso común en la comprensión, producción y coproducción de textos escritos (Halloween invitation).</li></ul>			
Learning Outcomes		Evaluation Criteria <a href="#">(3)</a>	
<ul style="list-style-type: none"><li>-Students will be able to write a party invitation with a specific structure.</li><li>-Students will be able to recognize the key elements that an invitation needs.</li><li>-Students will be able to read and understand a simple Halloween invitation.</li></ul>		<p>1.1 Recognize and interpret the overall meaning and familiar words/phrases: Students will read and understand a simple Halloween invitation, identifying keywords and phrases like “party,” “costume,” and “trick-or-treat,”.</p> <p>1.2 Apply strategies to understand short, simple texts: Using images, gestures, and context clues, students will infer meaning from a Halloween invitation, recognizing key details such as date, time, and activities.</p> <p>2.2 Write very short, simple texts with appropriate communication: Students will create their own Halloween invitation, writing simple</p>	

		sentences about their costume and plans while following a guided template. 4.2 Apply strategies to facilitate communication: With teacher guidance, students will use visuals, gestures, and templates to help them understand and write their invitations effectively.	
Previous knowledge:	Halloween vocabulary		
Materials:	Halloween invitation template		Spaces: The classroom
Procedures:			
Stage:	Timing:	Activities:	Grouping:
Warm-up	5'	- Review Halloween vocabulary using <a href="#">flashcards</a> from previous lessons (ghost, shadow, creature, monster, vampire, witch, mummy, fairy, pirate)	Whole group
Modelling	5'	- Introduce the questions: "What are you going to be for Halloween?" and "What are you going to do for Halloween?" - Model responses using <a href="#">flashcards</a> and examples.	Individual
Lay Input	15'	-The teacher presents a <a href="#">model of a party invitation</a> and students	Whole group

		need to read and identify the elements necessary to write an invitation.	
Writing frame	20'	<ul style="list-style-type: none"> <li>- Students complete a <a href="#">Halloween invitation template</a>, writing about their costumes and plans.</li> <li>- Use of visuals and template to support their writing.</li> </ul>	Whole group
Cooldown	5'	-The students give their letter to the person they want to invite to their party.	

Unit 1	Lesson 6	Group: 3 <sup>rd</sup> grade	Time: 50`
Topic	Making our Halloween mask.		Date: 31 of October
Focus:			
Skills	Speaking		
Systems	Lexis		
Competences	2, 3 and 4		
Contents:			
<ul style="list-style-type: none"><li>- Funciones comunicativas básicas: Expresión de gustos y preferencias (I am a...), descripción de disfraces y tradiciones.</li><li>- Léxico elemental: Vocabulario sobre disfraces y Halloween (ghost, shadow, creature, monster, vampire, witch, mummy, fairy, pirate).</li><li>- Estrategias de compensación comunicativa: Uso de imágenes, gestos y contexto para comprender y expresar.</li></ul>			
Learning Outcomes			
-Students will be able to name different types of Halloween costumes			



-Students will be able to express their preference over costumes			
-Students will be able to participate in Halloween traditions			
-Students will be able to use the sentence structure: "Hello, my name is ____ I am a ____."22			
Previous knowledge:	Halloween vocabulary Sentence structure "Hello, my name is ____ I am a ____."		
Materials:	Mask cutout (they can draw whatever “monster” they want in it).	Spaces: The classroom	
Procedures:			
Stage:	Timing:	Activities:	Grouping:
Warm up	5'	- Remind the students about Halloween costume vocabulary (ghost, shadow, creature, monster, vampire, witch, mummy, fairy, pirate) using <a href="#">flashcards</a> .	Whole group
Receptive skills work	8'	- The teacher plays a <a href="#">video</a> where the sentence structure "I am a..." is used.  - The teacher pauses the video every time a costume is mentioned, and the students will have to repeat the name and structure with the correct pronunciation.	Individual
Language input	10'	-The students get costume <a href="#">flashcards</a> and in pairs, practice the structure “I am a____” in pairs.	Pairs

Task	10'	<p>-Students design their own <a href="#">Halloween masks in a template</a> they can later cut out to make a mask they can wear, drawing and decorating a monster or character of their choice.</p> <p>- Encourage them to think about how to describe their mask using simple adjectives (e.g., scary, funny, big eyes).</p>	Individual.
Controlled practice of language input	10'	<p>- Students present their masks to the class, introducing themselves and saying, "I am a..." while practicing pronunciation and intonation.</p>	Whole class
Cooldown	7'	<p>- End with a simple Halloween dance to the <a href="#">song</a> previously used in past lessons about the different types of Halloween costumes.</p> <p>-Before leaving the class they will each have to say "trick or treat" to the teacher to receive their Halloween candy.</p>	Whole class.

## MATERIALS:

Flashcard about the advice from Boo's friends (lesson 1)

Witch



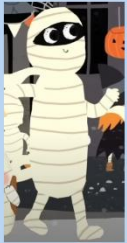
Werewolf



Frank



Mummy



Dracula



"I can't walk by day,  
with bandages trailing.  
People would trip and  
then they'd start  
wailing"

"I can't work by day, I  
make such a stink, it's  
better when people are  
sleeping I think"

"I can't dance by day,  
people would giggle,  
but when it gets late I  
just want to wiggle"

"I can't soar by day,  
there is no fun in that.  
The night is the time I  
turn into a bat"

"I can't howl by day, It's  
really too soon, I need  
to stand in the glow of  
the moon "

## Prints with different Halloween traditions around the world (lesson 2)



Presentation about different Halloween cultures (Lesson 2)

[https://www.canva.com/design/DAGhvAxKdil/LLfDJMnLsowvJnD7wybF5g/view?utm\\_content=DAGhvAxKdil&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=uniquelinks&utm\\_id=h1bce336868](https://www.canva.com/design/DAGhvAxKdil/LLfDJMnLsowvJnD7wybF5g/view?utm_content=DAGhvAxKdil&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utm_id=h1bce336868)



Flashcards with costumes (Lesson 3)



Halloween song (Lesson 3):



[https://www.youtube.com/watch?v=sWkaF9t8N78&embeds\\_referring\\_euri=http%3A%2F%2Fhubblecontent.osi.office.net%2F&source\\_ve\\_path=OTY3MTQ](https://www.youtube.com/watch?v=sWkaF9t8N78&embeds_referring_euri=http%3A%2F%2Fhubblecontent.osi.office.net%2F&source_ve_path=OTY3MTQ)

Halloween map (lesson 4):





Halloween invitation template and example (lesson 5):



A Halloween invitation template with a purple background, white spider webs, and a white ghost on the right. The bottom features a black silhouette of a landscape with a witch's hat, pumpkins, and a graveyard. The text is in a playful, slightly irregular font.

**HALLOWEEN**  
**INVITATION**

To: \_\_\_\_\_

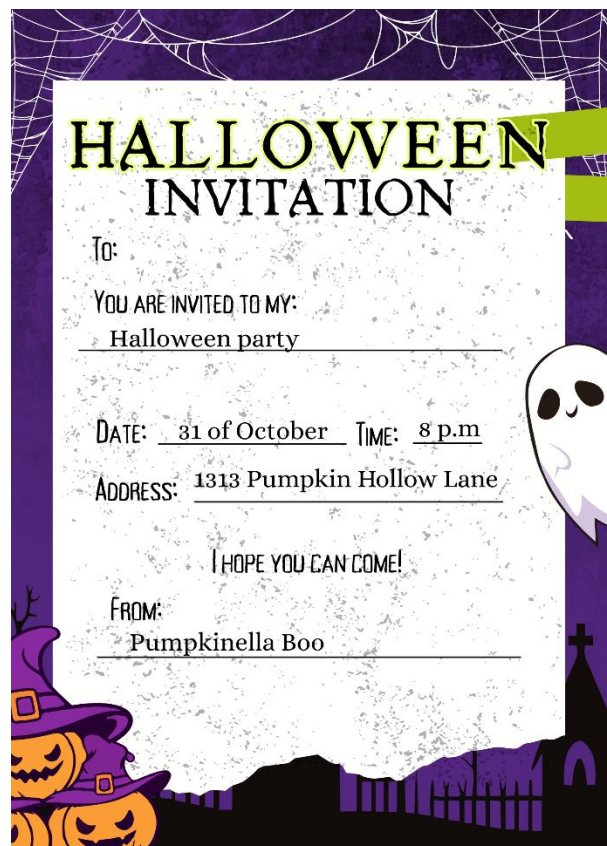
YOU ARE INVITED TO MY: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

I HOPE YOU CAN COME!

FROM: \_\_\_\_\_



A Halloween invitation example with a purple background, white spider webs, and a white ghost on the right. The bottom features a black silhouette of a landscape with a witch's hat, pumpkins, and a graveyard. The text is in a playful, slightly irregular font.

**HALLOWEEN**  
**INVITATION**

To: \_\_\_\_\_

YOU ARE INVITED TO MY: Halloween party

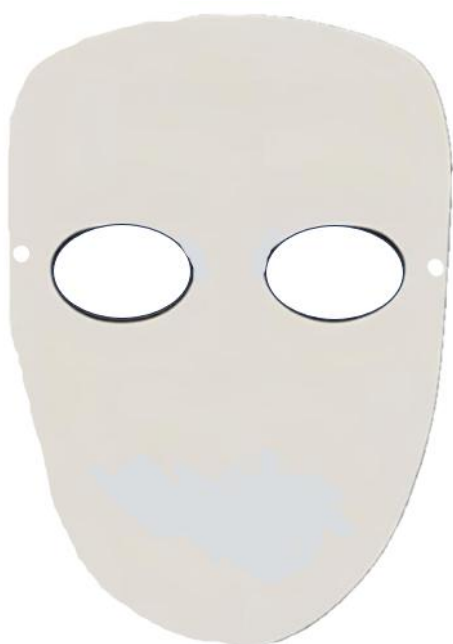
DATE: 31 of October TIME: 8 p.m

ADDRESS: 1313 Pumpkin Hollow Lane

I HOPE YOU CAN COME!

FROM: Pumpkinella Boo

Mask cutout (they can draw whatever “monster” they want in it). (Lesson 6)



Evaluation tools:

(1) Teachers’ observation sheet (Lesson 2):


Students name:			Date:	
Instructions: Mark the level of achievement for each skill using the columns below: None (N) – The student is unable to demonstrate the skill (0) Partially (P) – The student shows some understanding but needs support (0,67) Totally (T) – The student fully demonstrates the skill independently (1,11)				
Learning objectives	None	Partially	Totally	Teacher’s comments
Name different types of Halloween costumes correctly.				
Participate in Halloween traditions with respect.				
Identify differences in Halloween traditions across countries.				
Match flashcards correctly				
Name their favorite Halloween tradition				




(2) Peer assessment: (Lesson 1)


NAME OF MY PARTNER: \_\_\_\_\_ MY NAME: \_\_\_\_\_


DID YOUR PARTNER CORRECTLY IDENTIFY WHO GAVE BOO THE ADVICE?

 YES ☐


 NO ☐


DID YOUR PARTNER USE THE FLASHCARDS TO SUPPORT THEIR ACTING?

 YES ☐











 NO ☐

DID YOUR PEER PARTICIPATE ACTIVELY THROUGHOUT THE ACTIVITY?


 YES ☐

 NO ☐

HOW MANY STARS DOES YOUR PARTNER DESERVE?

(3) Self-evaluation (lesson 5):

 **SELF ASSESSMENT**

DID I INCLUDE ALL ELEMENTS OF AN INVITATION?

Yes ☐ No ☐

DID I USE THE HALLOWEEN INVITATION TEMPLATE CORRECTLY?

Yes ☐ No ☐

WAS MY INVITATION CLEAR, AND DID I PUT EFFORT INTO SPELLING, PUNCTUATION, AND GRAMMAR?

Yes ☐ No ☐

WHAT IS ONE THING I CAN IMPROVE FOR NEXT TIME?

\_\_\_\_\_

HOW MANY STARS DO YOU DESERVE?

