TRABAJO FIN DE GRADO

Universidad Pontificia Comillas

Grado en Educción Primaria con Mención en Pedagogía Terapéutica

Curso: 5º

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Fecha presentación: 30 abril 2019

THE CASE OF THE STOLEN FLAG

Programación anual destinada al segundo curso de Educación Primaria.

Área de inglés

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Fecha presentación: 30 abril 2019

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The following Final degree project closes a very important period of my professional and personal life.

It is the result of the last five years of hard work, summed up in nine units, specially including the things I have learnt and seen in the last three months while doing my internship in Primary Education.

I have chosen to do a didactic program in English because it was a big challenge for me to write such a big project in a language that was not my mother tongue, and I really wanted to try and see how I felt about it; but also because English has helped me grow not only professionally, but also personally. My first ever experience inside of classroom was in the USA and in a Primary class, so I thought I was just right to finish in the same way I have started.

As I said before, this project is a compilation of all the different things I have learnt during my five years of studying for being a teacher, and for gathering together all that information I had to go through a search and reflective process in which I found out the teaching practices and methodologies that best stayed within my personality. All of that is what it is put together in the units planned for this didactic planning.

This project follows a common topic as a way of joining together all the different content we want our students to acquire during this year, but also as a way of motivating the students and making them have fun at the same time they learn. During this year, the students will be immersed in the resolution of a case: the robbery of the first flag of the USA.

Nowadays *Scape rooms* are such a popular thing and, personally, I think they have a great educational power. They teach you how to analyze different situations, solve different problems and one of the most important things, work together with your team to be able to go out. With this story I wanted to recreate something like that, but instead of going out of a room, we will find a thief and save a national treasure.

But also, I chose this topic because it allowed me to set different missions in which I could introduce content that at first sight had nothing to do with each other but, contextualizing it with this robbery it all joined together and created a motivational story.

Finally, I wanted to thank all the people who helped me develop this project the way it is right now. All the experiences I had in the university and in my internships have helped me see education the way that I see it right now. From all the teachers and people I have met during this journey, I have learnt something different and they have provided me several ideas that are captured in this project.

They have opened my mind and taught me that imagination has no limits and that, when you share your ideas with someone, those ideas become bigger.

Thank you for making my ideas way bigger than they were five years ago.

I hope, one day, the ideas set on this project could become bigger too.

SUMMARY / ABSTRACT AND KEY WORDS

SUMMARY

The following final degree project represents an annual didactic program for the foreign language area: English, for the students of the second year of Primary School.

In it, we can distinguish two parts: the first one in which we explain in a theoretical way the different teaching techniques and methodologies chosen to develop our didactic program and the units planned in it.

In the second part, we find the didactic unit plan, with the different units programed for this school year. All of them follow a common topic: the solving of the robbery of the first American flag. To be able to complete it, in the introductory unit, we will create a detectives' agency who will receive a message from James Smith, the inspector of the Metropolitan Police, to ask for help in the resolution of the case.

Once we have accepted the case, we will develop the nine didactic units, divided intro the three terms. These units will introduce the grammatical content and the vocabulary with the context of small missions that, once they are completed, they will give us information to solve the case.

RESUMEN

El siguiente trabajo de final de grado, representa una programación anual para el área de lengua extranjera: inglés, destinada a los alumnos del segundo curso de la etapa de Educación Primaria.

En él, podemos encontrar dos partes: una primera en la que desarrollamos una fundamentación teórica de las distintas estrategias docentes que vamos a utilizar durante la realización de esta programación, así como las distintas metodologías escogidas para desarrollar las unidades didácticas propuestas.

En la segunda parte, encontraremos la planificación de las unidades didácticas propuestas para este año escolar. Todas ellas siguen un mismo hilo conductor: la resolución del robo de la primera bandera de Estados Unidos. Para poder realizarlo crearemos, en la unidad introductoria, una agencia de detectives que recibirá la petición de ayuda de James Smith, un inspector de la policía metropolitana.

Una vez aceptado el caso, contaremos con nueve unidades didácticas, divididas en tres trimestres, que nos irán introduciendo diferentes contenidos tanto gramaticales como de vocabulario en forma

de pequeñas misiones que a medida que se vayan completando, irán aportando información para la resolución del caso.

KEY WORDS

Didactic planning, Primary Education, English, detectives, case solving.

PALABRAS CLAVE

Programación didáctica, Educación primaria, inglés, detectives, resolución caso.

ANNUAL DIDACTIC PROGRAM

1. INTRODUCTION

1.1. THEORETICAL JUSTIFICATION

As all pedagogical practice, for it to be effective, it needs to be based in some theoretical justifications. That is why, to create our annual didactic program, we have been researching about the different theories behind the language acquisition and the main authors who describe them.

Down below, we will be describing the different schools and most important theories and authors according to the language acquisition, as this didactic program is going to be focus in the language area.

There have been several schools and theories surrounding the language acquisition. The first school that appeared was the **structural or descriptive school (1940s and 1950s)**. This school based its theories in the observable responses, using them as a subject of investigation, and thought that the language has no preconceptions that could be apply for them, being totally different from one to another. A few years later, the **behavioral theory** started to appear with Skinner as his main exponent, still basing his investigations only in the observable responses, meaning, the ones that can be objectively perceived, recorded and measured.

Moving into the 1960s, the school that appeared was the **generative linguistics**, with Chomsky as one of its main exponents. He tried to show that the human language cannot only be based in the observable responses, wanting to find not only a way of describing language itself but also to get to an explanatory level of adequacy in the study of language. He also though that the language ability was given to us by the language acquisition device (LAD) linked with the universal grammar (UG), that gives us the ability to use and produce sophisticated grammar structures.

Later on, the **cognitive psychologist** like David Ausubel, changed the subject being more interested in knowing the factors that caused a particular behavior in human being that language itself. He also described a theory of learning that we are going to take into account in the projects here described.

Ausubel formulated a learning theory, called **meaningful learning**, in which he declared that our objective as teachers was to create a long-lasting learning through all the life of the student. This was only going to be possible if we linked the old and already known concepts with the new ones that the student was going to acquire.

Finally, we have the **Constructivism,** a school that integrates the linguistic, psychological and sociological paradigms, contrasting the different opinions that often divided those disciplines in the previous centuries. Inside them, we could find two different branches: the social one, that emphasized the importance of the social interaction and cooperative learning in the construction of the cognitive and emotional images of reality; and the cognitive that emphasize the importance of the learners constructing their own representation of reality.

This school, with Piaget and Vygotsky as names often related with it, declared that language was immersed in the social and cultural context, and its main function was to be a way of communication.

One of the most known concepts from those authors is on one hand the stages of development, in which Piaget described the different stages that the kids follow during their development and the main characteristic of each of them in different areas like language, cognitive development, etc.

On the other hand, Vygotsky described the concept of the *zone of proximal development* (ZPD), being this one the distance between what the learners know and can to by themselves and the things they don't know how to do yet and, consequently, they need the help of the teacher or an adult to fulfill the activity correctly.

All these theories will be the base of our pedagogical practice and will be taken into account while planning and designing all the different activities proposed for the children to acquire the second language.

1.2. SOCIO-CULTURAL CONTEXT

The school we are focusing on is an imaginary school located in a quite new neighborhood outside the city center of Madrid. This school is a mix between the characteristics I liked the most in all of the schools I have been doing my internship for the last 5 years.

This area has a lot of facilities around that we can take advantage of, like parks, supermarkets, a library, malls, restaurants, etc. It is also well communicated by car or public transport with the city center, being also able to use the resources provided by the city center.

Most of the families of the school live in the nearby area. The majority of them are Spanish, but we can also find families from different nationalities, mostly from European countries. Their economic level is medium- high.

The school involves Early years (0-6 years old), Primary school (6-12 years old), ESO (12-16 years old) and Bachillerato (16-18 years old), with a total of 915 students divided into 36 classes (2 in each school year).

In addition, the school has special classes to work with the students with special needs (Therapeutic Pedagogy) and two classes are specifically prepared to work with children with communication problems (speech therapy rooms).

Finally, we can find several types of amenities such as: three different playgrounds with different sport materials (basketball or football) and a kid's area with swings, an indoor sports center used for PE, a theater, a kitchen and a vegetable garden. All of them are provided with ramps and elevators to make them accessible for everyone.

1.3. TEACHING STAFF CONTEXT

The school we are in has unipersonal and collegiate governing bodies which work in a coordinate way to ensure the proper functioning of the institution. The teaching team that we can find in this school is:

- Principal.
- Vice principal.
- Coordinator.
- Head teachers: one for each of the classrooms of the school.
- Support teachers.
- English teachers: a total of four English teachers divided in the different classes.
- PE Teachers.
- Speech-therapist.
- Therapeutic Pedagogy teacher.
- Orientation team.
- Administration and services staff.

In the *Annex 2: Organization chart of the school* we will find the organizational structure of the teaching team of the school.

1.4. CLASSROOM CONTEXT

The group we are going to focus on to do our didactic program is the class of Second year of Primary Education with 24 students, in which we are not only the English teacher but also the head teacher.

We are working with a homogeneous group, meaning that the differences of the students are minimum and mostly based in the working rhythms.

In class, we have a student with special needs, as he is deaf. He had a neurosensorial injury, located in the inner ear. He was implanted right before coming to school in the first year of Early Years, meaning that he has a cochlear implant; that makes him recover most of the hearing in both ears.

He comes from a non-hearing family, meaning that at home he communicates by sign language.

Curricular wise, our student does not have any significative adaptations.

1.5. PSYCHOEVOLUTIVE CHARACTERISTICS OF THE CHILD OF THE AGE WHICH THE PROPOSAL IS MADE

This didactic program is designed for 2nd year Primary students, which means that our students will have between seven and eight years old. In this section we will analyze the main characteristics of our students according to four different criteria: cognitive, linguistic, socio-affective ad moral.

All these characteristics will be taken into account when we plan all the different Units and activities.

COGNITIVE CHARACTERISTICS

Taking into account Piaget's theory of cognitive development, in which he suggests that children development follows different stages of mental development, we can see that our 7-8-year-old students will be located into the concrete operational stage.

This stage moves from 7 to 11 years old, and it's characterized for the appearance in the child of the logical thought. This means that the child will be mature enough to start using logical procedures, but only related with physical objects. That's why we can say that this is a critical stage in the cognitive development.

If we transfer this to the classroom context, it is important for us to know that as in this stage our children are just starting to acquire this logical thought related with physical objects, we need to provide them visual, manipulative and contextualized activities in other to help them understand what they are doing.

SOCIO AFFECTIVE CHARACTERISTICS

Between six and twelve years old we can see big changes in the way children relate with each other. We can see how they involve more in the relationships with the equals, and they understand themselves a lot better. One of the main reasons for that is the opening from the closest context (family) to a new social context like the school [1] .

The school context will be indispensable in the cognitive and social development of the children. For this reason, it will make an influence in most of the aspects of the development of the child like the socialization, personality, self-esteem, self-control, etc. They will start making their first "real" friends, understanding friendship as a bidirectional process, meaning that both sides will get benefits from it

Although friends start having a lot of importance for the children, family relationships are still a big influence in our students. They will affect, as well as friendship, self-esteem, autonomy of the child, motivation, and the roles the child will find normal or will decide to take in his everyday life.

The self-concept and self-esteem are other things that change during this period. Following Hidalgo and Palacios (1991) theory, the self-concept will acquire a more psychological and social character.

Children start to describe themselves as people with different feelings, thoughts and wishes than the other children; gradually using abstract terms to refer to them.

Both, self-concept and self-esteem will be highly influence by the people surrounding them (parents, teachers, equals, friends, etc.).

LINGUISTIC CHARACTERISTICS

As we explained in the socio affective development, the child comes from an egocentric point of view in the previous stage to a more social and open mind. This not only affects the relationship context, but also the linguistic one [2].

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[1] Cabello Velasco, A.M (2007). *El desarrollo afectivo y social en la edad de Educación Primaria. Aspectos teóricos. Innovación y experiencias educativas, S.N.* CSIF. Andalucía. Recuperado de https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_14/ANA%20MARIA_CABELLO_1.pdf

[2] Jiménez, R (2010). *Adquisición y desarrollo del lenguaje.* Ediciones Pirámide.

The dialogue of the child moves from being self-centered to a more social one, with the objective of starting to relate with equals.

In terms of language acquisition, Chomsky (2002) believed that children were born with an innate ability of learning the language. He believed that we were born with a Language Acquisition Device (LAD), which has rules and principles to understand the grammar, create sentences and discover the language they are exposed in the context surrounding them.

This is, also, a critical stage in the acquisition of a second language. Taking into account the possibility of the child to acquire the language from the context that surround them and having the ability, thanks to the LAD and the Universal Grammar, to create general grammar structures; children will have more facility to learn new languages and set great bases of them for future development and improvement of the languages.

MORAL DEVELOPMENT [3]

Kohlberg (1987) considered that the moral development of the kids follows several levels which will also diverge into different stages.

According to these different levels, our students will be positioned in the pre-conventional stage, specifically in the stage two.

During this stage children are characterized to have an individualist perspective, only considering their own benefits and interest. They will only follow the rules that are linked with their interests and that will provide them some benefit.

The children in this stage have a heteronomous moral, meaning that the origin of the rules and the moral code they follow are shaped and highly influenced by the adults.

They will also start to show, at the end of this stage, critic acts and aim to collaborate with the other kids.

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[3] Cabello Velasco, A.M (2007). *El desarrollo afectivo y social en la edad de Educación Primaria. Aspectos teóricos. Innovación y experiencias educativas, S.N.* CSIF. Andalucía. Recuperado de https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_14/ANA%20MARIA_CABELL O_1.pdf

2. OBJETIVOS

2.1. OBJETIVOS GENERALES DE ETAPA

El Decreto 89/2014, en el cual se establece para la Comunidad de Madrid el currículo para la etapa de Educación Primaria, establece unos objetivos generales que se desarrollarán durante toda la Educación Primaria.

Estos objetivos contribuirán a que el alumno adquiera unas determinadas capacidades que le ayudarán a desarrollarse de manera integral y adecuada.

Estos objetivos aparecen especificados en el *Anexo 3: Elementos del currículum.*

2.2. OBJETIVOS DIDÁCTICOS DEL CURSO DEL ÁREA DE INGLÉS

Dentro de este apartado vamos a seleccionar los objetivos que queremos cumplir durante el curso 2018-2019 para el grupo de 2º de Primaria para el que está destinada esta programación. Concretamente, estos objetivos estarán centrados en el área de inglés, en la que nos estamos enfocando a la hora de realizar esta programación.

El Decreto 89/2014 de la Comunidad de Madrid establece, dentro de esta área, unas orientaciones metodológicas que tendremos en cuenta no solo a la hora de establecer los objetivos, sino también a la hora de la realización y planificación de las actividades de nuestras unidades didácticas. Todo ello podremos encontrarlo más especificado en el apartado de principios metodológicos.

3. CONTENIDOS

3.1. SECUENCIACIÓN DE CONTENIDOS DEL CURRÍCULO OFICIAL DE LA CAM.

En este apartado encontraremos recogidos los contenidos que se desarrollarán durante toda nuestra planificación didáctica.

Estos contenidos están basados en los que establece el Decreto 89/2014 de la Comunidad de Madrid que debemos incorporar dentro del curso escogido para realizar nuestra programación, en este caso 2º de Primaria.

Este Decreto, a su vez, divide estos contenidos en cuatro bloques: "Comprensión oral", "Expresión oral", "Comprensión lectora" y "Expresión Escrita", presentes en cada uno de los cursos y un bloque común a toda la etapa en la que se establecen los contenidos sobre cultura inglesa.

En el *Anexo 3: Elementos del currículum e*ncontraremos la tabla correspondiente a este apartado.

3.2. SEQUENCING OF UNIT PLANS

Our didactic program is going to be divided in nine units, distributed in three terms. Each one of these units will have a specific place in the program and in them, we will learn through different kind of activities, several contents related with the topic of our unit.

In the *Annex 4: Sequencing of unit plans chart* we will find the chart related with this section.

4. TEACHING-LEARNING ACTIVITIES

4.1. ACTIVITIES CLASSIFICATION ACCORDING TO DIFFERENT CRITERIA

During this didactic program the students will take part in different types of activities. We can classify these activities according to different criteria.

The first classification we are going to do depends on the grouping. In this case, we can find these types of activities:

- **Individual activities:** activities in which the student will have to work on his/her own, without the help of the other students. These types of activities will help the student consolidate the content and also, they will help us teachers know the strengths the student has related with the content of the unit, and also the objectives we need to keep working on because they are not completely achieved.

- **Activities in pairs:** In this case, students will work with a partner.

- **Cooperative and small group activities**: students will develop activities that require team work, using some techniques of the cooperative learning.

- **Whole-class activities:** in these types of activities we will count with the participation of the whole class. Some examples of them will be: assembly, thinking routines, brain storming, etc.

The second type of classification we are going to use is the one depending on the space the activity will take place in. Based on this, we can find:

- **Outdoor activities:** in which we will be using different spaces of the school, such us the playground, the park or the library taking advantage of the different materials and resources these areas can provide us.

- **Classroom activities:** in which we will use our classroom and all the materials provided in them to do the activities.

The next type of classification will be depending on the process of learning. In this case, we can find:

- **Initial activities:** in this part, the teacher will create activities to discover the previous knowledge of the students and use it to introduce the new content included in the unit. Apart from that, we will include here activities to present the topic and the content of the unit to our students.

- **Procedural activities:** these types of activities will have the objective of practicing the content and present it in different ways. Also, we will have to consolidate the grammar and the content presented in the unit, as well as activities for reviewing and checking if the students understood the new content we presented in class. This will be part of the continuous assessment we will be doing during the unit.

- **Final activities:** in this group we will include the different evaluation activities that we will be using to check if the learning outcomes designed for the unit have been accomplished. In case they were not accomplished we will still have to keep working on them.

Inside this type of activities, we will also find another classification, that will be the one used in the development of the different units. These ones are:

- **Warm up activities:** include in the initial activities, will be the ones assigned to introduce the topic. Also, if they are in the same unit, the will be used to review the previous content or vocabulary taught during the unit.

- **Presentation activities:** also include in the initial activities, will be the ones used to introduce and explain the content and the grammatical structure planned for the unit. In this type of activities, we will include resources like posters, flash cards, videos, songs, etc.

- **Practice activities:** part of the procedural activities, will be the ones designed for the students to practice the vocabulary and the grammar learnt in the unit. These activities will help the teacher see which parts need to be reinforced and which ones are easier for them.

- **Consolidation activities:** these activities will be included in the final activities. We will use them as one of the ways to evaluate if the students have acquired the content and the grammar structure planned for the unit.

- **Round-up activities:** also included in the final activities. In this case, the students will use the vocabulary and the grammar structure in a creative way. These activities will also be used to evaluate the students.

The type of activities we choose to do in the different units will depend on the outcomes we want our students to achieve, and the way they fit into all these several types of working.

4.2. ACTIVITY-TYPES. ROUTINES.

We will find a series of activities that we will be carried out systematically every day. These types of activities are called *routines.*

These routines will help us provide security to our students, knowing all the time what we are going to be doing, helping them to structure the time by the repetition of these activities and encouraging their autonomy, by making them able to prepare by themselves for the activity or session they will be taking part in.

They will already know some of these routines, as we will have introduced them in the first year of primary school; but others are unique to this project and topic so we will have to focus a bit more in them for the children to acquire.

The routines we will be introducing in our class are:

Introducing the English class	As we are going to move from a context in which the student will be speaking in their mother language (in this case Spanish) to the English class in which they will need to speak in a foreign language, we will introduce it with a song. As we will be working on a detective's agency, we will introduce the topic with the *Inspector Gadget* song. https://www.youtube.com/watch?v=rIc13VjeAw8 This song will be the sign for the kids not only to start speaking in English, but also to sit around in the assembly corner and start with the next routine.
Assembly	In the assembly, every day we will review the messages of our boss, as well as putting the date that we will use later in our detective's diary. We will also present the activities we are going to do in the day.
Morning Questions	Two days a week (Wednesday and Thursday) we will start the classroom with the morning questions. The students will ask personal questions to other students, that will need to answer back. We will include also questions about the unit we are working on, and about the case. Each student that asks and answers the question properly, will receive a point in class dojo. This activity will last about 10 minutes.
Book Renting	Every Monday, at the beginning of the class, we will open the class library for the students to change the book they have already read for a new one. Each Monday two students will tell the class which book they read and if they like it or not, giving it a mark (1-10).

	This activity will last about 15 minutes.
Review of the case (10')	Every Friday, before going home, we will review what we know about the case in the last 10 minutes of class. We will complete our mind map with the new things we have learnt during the week, the new clues we got, and the different things we found out in the last units.
Learning the Phonics (every Wednesday)	Every Wednesday, instead of working in the case, we will introduce a new phonic from the method that we are using (Jolly phonics). We can see the sequence and materials we will be using in the **Annex 13 – Jolly phonics.**
Tiding up	A little bit before the class ends, we will play Sherlock Holmes' instrumental theme song to indicate it is time to start tiding up and getting ready for the next class. https://www.youtube.com/watch?v=sfrN12pI3jk

5. METHODOLOGY AND DIDACTIC RESORUCES

5.1. METHODOLOGICAL PRINCIPLES

Learning English has become, nowadays, necessary as it provides you numerous opportunities. In most of the school the students start learning English in the Early years of their education; and some of them even integrate it as their second language of their curriculum becoming bilingual schools.

Even though most of the theories behind the learning of a second language say that the younger the students start learning the language the better, as they acquire it without even noticing it a very important fact that we have to consider is motivation.

This is one of the reasons that justify the use of the **Project based learning** methodology that we are using in our didactic program. This type of methodology is based in the principles that surround the constructivism and globalized learning theories, as we can combine in the projects proposed elements from the different areas and subjects included in the school. Those projects come from an interesting and motivational situation for the students as well as they include a problematic situation that is going to be solved by the kids while the unit progresses. They also connect the school with the outside world, by providing the content included in the project a contextualized view, taking this idea form the Freinet's and Dewey's proposes. [4]

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[4] Domínguez Chillón, G (2000). *Proyectos de trabajo. Una escuela diferente.* Madrid: Editorial La muralla, S.A.

Another type of methodology that we are going to be using is the **Cooperative Learning [5].** Following the definition given by Johnson, Johnson y Holubec, (1999) and taking into account the contribution of Spencer Kagan (1999), we understand the cooperative learning as a reduced team work in which each member of the group works in an equitable way, developing the interaction between them in order to make sure all of the members of the group learn and understand the concept assigned at the same time they learn how to work with each other. The groups will be created in a heterogeneous way, mixing student with different capacities and abilities, for them to compensate each other. Also, the content proposed will be learn by the students in a level according to their abilities and capacities.

This methodology puts in the student a double responsibility: on one hand they have to learn what the teacher is explaining and in the other hand they will have to contribute with the other members of the group for them to learn the content too. Also, the will have to divide the work into the different members of the group in an equative way all by themselves, making sure all of them know what to do and how to do it. This requires being used to the methodology and knowing the dynamic of the different techniques we are going to explain later so, at the beginning, the teacher will have to lead a bit more the work but, little by little they will get autonomy and do it by themselves.

This methodology is not always going to be incorporated in the class, but we will include in our units' different techniques related with it.

As we can see in the ***Annex 8: Classroom map*** our classroom is divided in different spaces, that will promote the use of the **Corner's Methodology [6]**. This methodology is a pedagogic strategy in which we integrate basic activities, promoting with them the active participation of the student in the construction of their own learning. As the activities proposed are going to be made simultaneously, we will also be developing the autonomy and the decision making of the child. Moreover, the activities that the students will be doing will provide the students the possibility of working in teams and do individual work, at the same time they reflect on what they are doing. The activities we will do using the corners methodology will always be related with the project and will consider the students as an active character, who will be developing their learnings though their senses and manipulative activities.

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[5] Pujolàs Maset, P y Ramon Lago, J (2003). *El programa CA/AC ("Cooperar para Aprender / Aprender a Cooperar") para enseñar a aprender en equipo. Implementación del aprendizaje cooperativo en el aula.* Universidad de Vic.

[6] Languía, M.J y Vidal, C (2008). Rincones de actividad en la escuela infantil (0-6 años). Barcelona: Graó.

As a method for learning how to read and write we will be using **Jolly Phonics**[7]**.** This is a synthetic phonics method, meaning that, they start learning the letter sounds and progressively they blend the sounds together achieving full words. Students will learn the 42 letter sounds that, once they are learned, the student will blend together and recognize while reading and writing. The steps that this methodology follows are:

1. Learning the letter sounds: the students will learn the 42 letter sounds (mix between alphabet sounds and digraphs) using a multi-sensory approach, that is using fun actions, stories and songs.

2. Learning the letter information: this will be taught at the same time they learn the letter sound.

3. Blending: once they learn a few letters and sounds they start blending them out to be able to read some simple words.

4. Segmenting: while they start reading words, they will also start to identify the different phonic components that make the word sound the way it does. This, along with the blending, will make them familiarize with assembling and breaking down the sounds included in the words.

5. Tricky words: the students will learn irregular words as exceptions of the rules of phonics.

We will use this methodology once a week, following the order of sounds proposed for this method.

As part of our class we have a deaf student. This means that, to support the oral language, we will be using the **Bimodal.** This is an augmentative system of communication that uses the signs of the sign language but keeping the structure of the Spanish language. We will use it as a support of the language but using the Spanish signs they have been learning since Early Years.

Also, we are going to use some specific English methodology and techniques, which are:

- Total Physical response (TPR): this is a theory that suggest that children learn better when they react in a physical way to the language stimuli. This, in our program, is going to be linked with the signs we will be using to integrate our deaf student in the class and help him follow the lesson better.

- Using realia or visual to support the explanations given in L2.

- Include in our class a corner in which we are going to set up a word wall, which is going to include the key words, phonics, lexical sets, etc. that are being taught during the unit.

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[7] Recursos gratuitos e información sobre el método Jolly Phonics. Recuperado de: https://www.jollylearning.co.uk/jolly-phonics/

- Drills as a way of modeling the new language presented by the teacher.

- Checking understanding it is important for the teacher to check if the students have understood the concept we want to transmit them. For that reason, we will be concept questions. These are questions formed normally by the teacher that we use to make sure the students have understood a specific language item.

- Instructions have a crucial role while teaching English as a Foreign Language. They are a great source of language impute (such as lexis or structures), they are very effective for checking the understanding of the students (like the TPR method that we mentioned before) and they are a clear signal that English is not only contents but also a vehicle of communication. That is why it is very important to give instructions in a correct and understandable way. For that we are going to:
  - Make sure everybody is listening while giving instructions.
  - Divide the sequence into sort sentences
  - Simplify your language
  - And use your voice effectively by chucking the message we want to give, stress the key words of the instruction and speak with a lively intonation.
  - We will also support our message with gestures whenever possible to help the students understand the message we want to give them.

- As we said, giving instructions is very important because they are a great source for the students to acquire some lexis and structures of the language they are learning. But, to make sure they can take advantage of this resource, we need to check if they understood the instructions given. For that we are going to use some techniques like:
  - Asking the students to explain the instruction in their first language.
  - Demonstrate the instruction by using an open pair.
  - Or, if the activity has already started, monitor the different groups to make sure they have understood the message.

All the methodologies chosen are open, meaning that they are flexible and make able to respect the different rhythms of the students, adapting to their abilities and capacities.

5.2. STUDENTS AND TEACHERS' FUNCTIONS

On one hand, we have the **student's function**. During the whole learning process, the student's role will be to participate in an active way in their learning process, having a leading role. As a consequence of this, we will have to give value and promote their autonomy, their curiosity, and will to learn and know all the new concepts and topics we are going to present them. Therefore, in all our units, we will start evaluating their previous knowledge, using them to incorporate the new content through motivational activities and contexts.

On the other hand, the **teacher's role** will be orientating, supporting and allowing the students work, creating a motivational, safe context, that also promotes the interest and curiosity of the students about learning. At the same time, we also have to give them the leading role we talked about in the previous paragraph, providing them with challenges that make them think about the content, give them ideas and find solutions to those challenges, but always being by their sides to help them solve them.

We will integrate all of this into the different units and activities we will be developing in this didactic program.

5.3. MATERIAL AND HUMAN RESOURCES

The material resources we will be using during this didactic program will be explained in a more detailed way during the development of all the different units.

In all of them we will take advantage of all the games and material that we have in the classroom, being able to adapt them to the topic and content we are using for our unit.

We will also use our own material created specifically for the unit that will be developed at the moment in the classroom, considering the needs of all our students during the time.

Consequently, we will also promote the use of recycling material for both the activities the children create or the ones we do.

Talking about human resources, we will work cooperatively with the head teacher of our students as well as with the other English teacher, being able to create activities to do in an interdisciplinary way or jointly with other classes.

We will also include in our activities to the students doing internship in our school, to help us with the development of the class and units.

In our class we will also need specific material for our deaf student. As specific human resources, we will need to count with the work of the Speech Therapist, whit whom we will work together planning and adapting the different activities for our student. As he has a cochlear implant, we will also need the FM for him to be able to listen better and help him follow all the different instructions. This device will also be able to connect with the sound of our digital board.

In the **Annex 5: Materials** we will find a chart in which we will specify all the different materials we will be using during the whole program.

5.4. ICT RESOURCES

The ICT resources that we have in our class are: digital board, tablets, and the computer of the class that is connected with the digital board.

Through them we will work with the students the responsible use of the technologies and social media; at the same time, we give them tools to start using and researching in them.

Our objective with this is to make them competent in the use of ICT tools and aware of the risks of using them in a not appropriate way.

In our project we will try to use technologies once a week, designing different activities with the tablets or other different electronic resources. All these activities will be related with the topic we are learning now.

We will also include the use of some ICT tools as an everyday thing, like ClassDojo (used for gamification, as a way of motivating the kids with prices) or some others that we will use to introduce the topic or explain some of the content.

We will specify all of these different kinds of activities during our units.

In the **Annex 6: ICT tools** we will have a list of the ICT tools we will be using during all the units and how are we going to use them

5.5. SPACE AND TIME ORGANIZATION

Space and time organization are one of the most important things to take into account when we are going to plan an activity to do with our students.

As teachers, we need to have a proper organization, creating a space in which the activities we propose can have a correct development. At the same time, we need to create a space that promotes

security in our students, making them want to enter, participate and relate with the other students in a respectful way.

Another thing we really have to consider is time. We need to adjust to the time that is being assigned to us and, at the same time, take into account the different working rates of our students. That's why we will give a lot of importance to routines in our teaching-learning process.

Seeing that, the didactic program that we have designed, is going to be at all times flexible and open to possible modifications, due to different working rates or suggestions our students give us.

In terms of space organization, the class is going to be divided in cooperative groups. Those groups will be used when, during the class, the students will be carrying out activities simultaneously using the corners methodology explained in the methodological principles section.

In the ***Annex 7: Timetable of the class*** we will find the timetable of the 2nd year of Primary Education.

In the ***Annex 8: Classroom map*** we will find a map of our class and the organization it has.

5.6. METHODOLOGY CONECTION WITH THE KEY COMPETENCES, LEARNING OUTOCMES AND CONTENTS

The Real Decreto 126/2014, in which we find the curricular elements of the Primary Education for all Spain, includes the competences as part of them. These competences will help teachers to emphasize the essential learnings students must get, working with them in an integrated way.

The purpose of including these competences into our curriculum are:

- Integrate different learnings, either formal or informal ones, incorporating them to different areas or subjects.
- Allow students to integrate their learnings, relating them to different types of context and situations, using them in an effective way no matter which context they are in.
- Orientate the teaching, allowing teachers to identify the essential contents and evaluation criteria.

This Real Decreto establishes eight different competences that are:

1. Linguistic communication competence
2. Mathematical competence
3. Knowledge and interaction with the physic world competence
4. Information treatment and digital competence

5. Social and civic competence

6. Artistic and cultural competence

7. Learning to learn competence

8. Autonomy and personal initiative competence

In our case, we are following the Decreto 89/2014, in which we can find the curricular elements for the Primary Education in the Comunidad de Madrid, which is the city in which our school is located. I this document we can also find the competences as part of the curricular element but, in this case, the number of competences described are seven instead of eight.

The seven competences that were described are:

1. **Competence in linguistic communication (CLC):** inside this competence we will includes social practices in which the student will work with other ones, throughout different text in different formats.

2. **Mathematical competence and science and technology basic competence (MSTC):** it will require knowledge about numbers, measurements and structures, such as calculations y mathematical representations. In addition to that students will have to comprehend concepts and specific vocabulary related with math. This competence will provide the student a way of getting closer to the physical world and relate in a responsible way with it.

3. **Digital competence (DC):** this means to use in a creative, safe and critical way all the technology and ICT tools to achieve the objectives related to work, learning, free time, taking part into society, free time and social inclusion.

4. **Learning to learn (LL):** this competence is essential for making the learning permanent over the years. In here, we will include the ability to begging, organize and follow the learning process.

5. **Social and civic competence (SCC):** ability to use the attitudes and knowledge related with the society, understood from different perspectives, including their dynamic, complex and changing perception.

6. **Autonomy and personal initiative (APIC):** this competence points out the ability to transform the ideas in actions, meaning to acquire awareness of the situations we need to deal with and being able to choose, plan and manage the knowledge, abilities or skills, and attitudes required following our personal judgement to fulfill our objectives.

7. **Awareness and cultural expressions (ACE):** include the ability of understanding, knowing and appreciating with a reflective point of view, an open-minded and respectful attitude, the different cultural and artistic manifestations; using them as an enrichment and personal enjoyment source.

6. DIVERSITY ATTENTION MEASURES

6.1. GENERAL ATTENTION MEASURES FOR ALL THE STUDENTS

We define the general attention measures as all the educative actions dedicated to give response to the different abilities, learning styles and rates, social situations, motivations and interests of our students.

These measures will consider the diverse rates of our students and do the required adaptations and adjusts to give an appropriate response to all of them; having no significant change in the prescriptive elements of the curriculum.

The methodology that we are going to use in all our units will perfectly adjust to these different rates and abilities of the students, integrating all of them and leading into a proper acquisition of the content itself.

6.2. ORDINARY MEASURES: EDUCATIONAL SUPPORT NEEDS

We understand the ordinary measures as the organization strategies and changes the school has to make, specifically the head teacher regarding to grouping, methodology, activities, techniques, and learning-teaching strategies. We will also include in this section the adjust of the evaluation, to be able to take into account the diversity of our classroom. These measures will not make any change into the prescriptive elements of the curriculum meaning that, with them, we will not be changing none of the contents, learning outcomes or the assessment criteria.

Some of these measures are:

- Having two teachers in the classroom, in our case will be the speech therapist and the head teacher.
- Flexible grouping or *desdobles* to be able to respect the individual rhythms of our students.
- Learning groups to strengthen the contents that the student could find more difficult or have problems with them.
- Adaptation of the activities to different levels.
- Using different methodologies or adapting them to the individualities of our students.

- Use motivational material.

These measures can be taken for any of the students when they require them, not needing to ask for any diagnose or to take any test proving they need them.

As we said in the general measures section, every kid is different and have personal rhythms. That's why the head teacher will constantly making small methodological changes, to respect those individualities. For those changes be successful, they teacher will have to know the characteristics of the class in general, and each of the students in particular.

These are the kind of activities we will need to use in our classroom with our deaf student. We will position him in a place in which the view of the whiteboard and the teacher is direct and there are no distractions around him.

Also, he has been receiving extra support in the language area from the speech therapist since he was in early years to now. The teacher sometimes works with him inside the class and other times he goes with her to have a personalized session. She works with him twice a week.

So, the adaptations that he needs in the language area are access adaptions, being these ones:

- **The FM system**: this is a device that connects with the cochlear implant of the students and helps him hear better. It is composed by a microphone (wore by the teacher or the person that is speaking) and a frequency turned receiver connected with the implant of the student. This device will help him follow the class by clearing the sound collected by the microphone and sent directly to the implant of the student without any background noise. That FM can also connect with the interactive board and help him hear any digital resource better too.
- **The location in the class:** we will try to locate him at the front row in the classroom, always in front of the whiteboard and the teacher; making sure the place has enough light and visibility.
- **Visual support:** always support our explanations with visuals to help him follow the lesson better.

We will also need to do special support in the socio-affective area, making sure he integrates well into the classroom and in the playground, as he has some problems socializing with other kids.

To help him focus, we will give him concrete directions, making the understanding easier and, always, using at the same time the Bimodal signs (described in the methodological principles).

6.3. EXTRAORDINARY MEASURES: CURRICULAR ADPATATIONS

These kinds of measures will provide to the students an adaptation of the curriculum, helping them to achieve the objectives planned for the school year they are participating in.

But to carry out these kinds of measures, we will need the collaboration of all the teaching staff, who will make together a small variation of the different elements of the curriculum (contents, learning outcomes and assessment criteria) taking into account the personal characteristics of the student we are working with.

In this case, our deaf student does not require any significant curricular adaptations as he is able to follow the learning outcomes as well as the contents planned for the year. The only adaptations he will need are the access ones, described in the section *Ordinary meassures*.

7. COMPLEMENTARY AND EXTRACURRICUAL ACTIVITES

7.1. OUT-OF-CLASS ACTIVITIES

During the different units we have programmed outdoor activities that we think can be interesting and will enrich the topic and content of our units.

These activities will be described into the development of each unit in a more specific way and indicated in the **Annex 4: Sequencing of unit plans chart** in which we can find the sequencing unit plan.

7.2. EXTENSIVE READING PROGRAM

THE IMPORTANCE OF THE EXTENSIVE READING PROGRAM

One of our main objectives as teacher must be to introduce the reading habit in our students, creating competent and motivated reading citizens. We use reading in most of our everyday activities, that's why if we are not competent in this area, we will not be able to totally participate in an autonomous way inside our society.

This is the main reason why we need to include inside of our *proyecto educativo de centro*, a section specifically designed to promote the reading in our students. This section will be called Extensive reading program.

This is a program in which we can find different types of activities for promoting the reading competence and the interest for reading in the students. All these types of activities are design for all

the school community, meaning that all the school years will have to take part in them, making adaptations according to the level of their students.

One of the main characteristics this program is that we will promote the reading competence in an interdisciplinary way, meaning that, all the teacher no matter the subject or school year they are teaching in, will try to promote the reading interest in their students. In conclusion, teachers will act as intermediaries between kids and books, using different techniques to stimulate and orientate the to obtain the best reading competence as possible.

This program will also include some objectives to orientate the teachers in the development of the reading competence. Some of them are:

1. Develop the interest and start in the students the habit of reading.
2. Work with the reading in a motivating way.
3. Make all the people that take part in the closest context of the child to participate in these kinds of activities.
4. Promote the use of libraries (inside and outside of the school) as an information source; as well as other reading formats as the electronic ones.
5. Develop a critic and reflexive thinking throughout the reading.
6. As teacher, select the adequate readings according to the age and the cognitive development of the kids, analyzing them.
7. Contribute in the creation of motivating reading spaces (inside and outside of the school).

SCHOOL LIBRARY

One of the facilities of the school is a library, adjusted for all the kids in the school to use it.

One of the objectives of our extensive reading program was to use the libraries inside of the school as a way to promote the reading habit. Consequently, we are going to add some general activities we can do in our school library to fulfill this objective.

DECORATE THE SCHOOL LIBRARY

This will be a great activity to star knowing the library and a very good way to create a motivational place for the students.

As an interdisciplinary project, all the students at the school will take part in the decoration of the library along with the teachers and families that also would want to take part in this project.

Each of the school years will decorate and organize the shelves assigned for their books and, all together, we will decide and decorate the common area.

In this reorganization of the library is important to consider the type of mobiliary that we are going to use. It needs to fit all the ages of the school, from the smallest ones to the oldest. A good idea for that will be to create separate spaces with different type of mobiliary.

BOOK LOAN

This program is going to be used not only in the school library but also in the classroom library.

Each student will have their library card, that will allow them to take home the books from the library for a limited time.

Depending of the school year the students are in, the teacher is the one who is going to control the book loans, or it can be a student. This student will be responsible of writing down the book that is been taken and the date in which it has to be taken back.

REPRESENTING A BOOK

Another activity that can be done in the library is a play about a book. This activity can be done by the students, who will have to read a book and represent it of other students; or by the families, professional actors or the teachers.

In all pf the cases, the actors are going to pick a book adequate to the age of the students they are going to make the play for, and they will have to represent it. It can be done as a normal play or we can use a shadow show, a black light representation or a puppet show.

STORY READING

This can be a great activity not only to promote the reading habit in the kids but also to practice the reading intonation in the oldest students.

The students will pick a book according to the age of the students they are going to read it for, and they will read it using a correct intonation and, if they want, using some visual support specially for the younger children.

In this activity we can also count with the participation of the families, teachers and even some story writers that can come to school to present their books and read a small piece of it to our students.

CLASSROOM LIBRARY

In our classroom we will also include a space specially dedicated to reading. This space will be located in a luminous and comfortable corner of the class, in which the kids will feel at ease creating a motivational atmosphere for reading.

We will cover the floor with a carpet and include a table, some cushions to make the kids feel comfortable; and some shelves for them to organize the books.

The classroom library will be decorated for the kids and it will be changing depending on the seasons, the festivities or even the projects the kids are doing in class.

We will have a great variety of books from different topics, but always making sure they adapt to the age of the students. At the end of the school year, all together we will decide the way we want to organize the library into the shelves and the kid responsible for the library (that will rotate during the school year) will have to make sure this organization is being followed.

Even though we will have books from different topics, we will have a specific shelve only dedicated to English literacy in which we will have books, but also some magazines for them to read.

When the books start getting damaged, we will change them for other ones; getting the same book if we think is was interesting and motivating for them or changing the book to a different one if we think they will make more use out of it.

As we introduce in the book loan section from the school library, in our classroom library we will also be doing book loans. In the classroom we will have a student in charge of the library who will have some cards that we will make to be able to record the books that are taken home and the ones that are taken back.

When they finish the book, they will have to make a postcard telling all their friends why they recommend the book they just red or why they didn't like it. This will be part of the decoration of the library and, at the same time, a guide for the kids to choose the book they want to take home.

In our library we will also include, apart from the books, different kinds of text formats like comics, newspapers, magazines, dictionaries, illustrated encyclopedias, etc. [8]

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[8] Reading program adapted from the blog *Escalando Nuevas Estanterías*, that was part of a group Project in the subject *Literatura Infantil* - http://escalandonuevasestanterias.blogspot.com.es/

INCLUDING THE READING PROGRAM INTO OUR PROJECT

Although we are going to follow the general reading plan of the center, we think that reading is a very important skill and because of that, we want to introduce it specifically into our project.

Even though in the classroom library our students will be in contact with text from different sources, we are going to introduce, at the beginning of each unit a letter.

This letter is going to be send by the Police Officer to let us know the different tasks we are going to be developing the resolution of the case. Also, during the project, the Police Officer will be sending us extra information to help us solve the different levels, represented by units, in the case.

The letter is going to be read and analyzed the first day of the project, introducing this way the topic of the unit we are going to be working in. once the letter has been analyzed, we will hang it in our English corner for the students to be able to read it and see it every time they want during the project.

We can find those letters in the *Annex 11: Letters from the Inspector.*

8. TUTORIAL ACTION PLAN AND COLABORATION WITH FAMILIES

8.1. TUTORIAL ACTION OUTCOMES

We understand the tutorial action as all the educative actions that will help the students develop and promote basic abilities in our students, orientating them to acquire a proper autonomy, helping them to make the right decisions, considering future needs, interest and abilities.

But this is not a punctual or closed aspect only focused in the personal relationship with our students or the problems they can have between each other or individually. This has related a series of interventions:

- Related with prevention.
- Directed to the development of the students.
- Integrated in the learning process.
- Taking into account the social context.

All of the decisions and actions have as objectives:

- **Contribute to the personalized educations of each of our students**, following the principles of:
  - Individualization: each of our students is different and needs a specific project for them.

- o Integration: appreciating not only the academic results of our students, but also the socio-personal context of them.

- **Cooperate in the orientation aspects of the education**, establishing a link between the head teacher and the guiding to help the student not only in the academic aspects but also guide them through their life.

- **Adjust the educative responses to the individual needs of the students**, throughout the curricular adaptations or materials we prepare to bring to the classroom. Each year we will have different students with different needs, that's why is necessary for us to adapt to all the different characteristics and circumstances of our students.

- **Making them capable of getting their own learning,** providing them different studying techniques, self-control activities (like emotions or stress management tips); making them aware of their weaknesses and how we can improve them.

- **Prevent the possible difficulties to avoid the school dropout**, foreseeing to the possible difficulties that can appear in the classroom avoiding them. The head teacher will work as an intermediary between the student and the different educative agents.

- **Promote the processes of** autonomy, decision-making y social-moral development and the value system of our students, promoting the respect of the differences and the respectful behavior of our students with people from different cultures or religions.

- **Contribute to the adequate integration**, inside and outside the educative community. For that, we will not have to see the school as an isolated place inside a context but include it inside our classroom.

- **Participate in innovation and quality education,** by exchanges, projects, etc. with different schools, cultures…

- **Promote the formative evaluation,** that is, the process of feedback I which all the different agents included in the formative process get qualitative and quantitative information about the degree of acquisition and development of the different competences; considering the final results and the process.

8.2. FAMILY AND SCHOOL COMMON COLABORATION TASKS

The work and collaboration with the families of our students is basic in the learning process of our students. That is why collaborating with the families is going to be necessary in our classroom.

The participation of the parents inside the school means a huge originative amount of work for both the families and the teacher. But it also promotes the learning process of our students as well as the motivation; that why we need to add it to our classroom.

We will divide this collaboration I two types, the formal and the non-formal one. Th formal collaboration is the one in which the families participate into the government bodies of the school, giving them the opportunity to work for the different needs; and the non-formal one is the one in which the families do activities with the main teacher inside the classroom.

This last one gives us a very positive vision to our student, because they are seeing their parents and their teacher collaborate in their educational process. Besides, this experience is, most of the time, very positive for both the students and the parents.

For this experience being carried out inside our classroom, it is necessary to program the activities in a very specific and detailed way, making motivational activities for both students and parents to do.

Some examples of them are workshops, decoration activities, out of class activities…

8.3. INTERVIEWS AND INDIVIDUALIZED TUTORING HOURS

As we said lately, working cooperatively with the families is a basic thing. To make that happen is necessary to establish a good communication and, one of the best methods to do it is the interview.

This method will allow us to get personalized information about the families, share information about the student and their learning-teaching process, helping the teacher and the family knowing each other better.

In addition to that, the interviews will also be useful for guiding the families in the way the can educate their children. We are professionals in the educational field so we can provide them resources or tips to help them solve small problems they can appear.

Even though we can give individualized information to the families through the interview, we will also try to obtain the maximum information as possible from our student. This will help us to know him better and work with him in a more personalized way.

To make the interview a successful meeting, accomplishing all the outcomes we have designed for it, we must plan it before it happens. Some of the main point we will have to add in our planning are:

- The outcomes we want to achieve with the interview.
- The topics and content we want to talk with the parents.
- Who are we going to summon, taking into account that, generally, we must summon both parents or the legal tutor of our student.
- The place tin which is going to take place (classroom, office, etc.).
- The approximate length of the interview, knowing that we have to be flexible and adjust to the needs of the family.

Once the interview is done, we should do a small self-evaluation about how it took place and the level of satisfaction we have with the results we have achieved.

These meetings will take place, at least, once every term. Consequently, if there is anything special, we might need to talk with the parents or the parents need to talk to us, we will settle on another one finding a day and an hour that suits both of us.

8.4. CLASSROOM GROUP MEETINGS

Another way, a bit more general, is the classroom group meetings in which we will get together all the parents of our students.

They will take place inside the classroom and we will plan three over the school year (once a term).

In these group meetings we will talk about:

- The topics and contents of the units we are going to be working on (in English and in the other subjects that take place).
- Complementary activities that are going to take place in that term and the dates they are going to be in.
- Possible problems and grouping aspects we find essential for the parents to know about.
- Participation of the families in the different activities that are going to take part in the school.

As we are also the head teacher of the group we are teaching English to, we will need to a meeting with the other teachers to concrete the points they want us to include in these meetings about the different subjects too.

Once we have said all the points planned for the meeting, we will leave some time for the parents to ask any question they want. Before that, we will need to clarify that we will not be dealing with any individual problem in these kinds of meetings. Those problems will be solved in the interviews.

9. LEARNING-TEACHING EVALUATION

9.1. EVALUATION CRITERIA AND LEARNING STANDARDS

Following the Decreto 89/2014, we can see that, for the evaluation of the students, there are some assessment criteria defined for each school year and block of contents.

In this section we will include the evaluation criteria and the learning assessment that we are going to follow for each unit.

We can find them in the *Annex 3 – Elementos del currículo.*

9.2. ASSESMENT STRATEGIES, TECHNIQUES, AND TOOLS.

During the whole project and units programed in it, we are going following a **continuous assessment**. This means that, in all the activities and projects the student is going to take part in we are going to consider not only the final result but also the process the student followed to get to the final product of the activity.

The main evaluation techniques that we will be using for this assessment is going to be the rubrics, done by the teacher and in which we will include all the elements that are going to be assessed and used to evaluate some of the projects that the students will develop and checklist to keep track of which of the objectives and evaluation items related to them have been accomplished.

Also, as our evaluation techniques will not count with exams, we will create activities in which we can check if the students have learnt and integrated the vocabulary and the concepts planned for each unit. These activities will include all the vocabulary and grammar structures assigned to each unit, in different context to make sure the students know how to use them, and they have integrated and learn them in a correct way. These ones will be the consolidation and round up activities.

We will also be **using the self-evaluation** during some of the activities of the projects. This technique will help students to reflect on their own work, saying the things they thought they can do better, or they need help in, and the ones the student think they are achieved or understood. For this, we will be using in some cases rubrics adapted to the level of the students, or check-list; depending on which technique fits better with the activity that we want the students to assess.

Another technique that is going to be used is the **peer assessment**. We will ask the students to evaluate the work of the other groups in class by giving them advices in what they thought the group can do better, but also telling them the points they love about their work. As a technique for that, we will be using *two stars and a wish*, in which the students of the class will give each group or person two stars by saying two positive things about their work and a wish by saying something they can improve. In this way of evaluating we can also be including the techniques mentioned lately like rubrics and checklist.

At the same time and, at the end of the project we, as teacher, we will do a self-evaluation about the project and the activities proposed in them (how the work, were they motivating for the students, did we achieve the objectives planed for the project, did the students achieve the objectives planned for them…).

9.3. EVALUATION MOMENTS

Even though the evaluation is going to be continuous, and we are going to be taking into account the details form almost every day, we are going to establish three main moments of evaluation during every unit of this project.

Firstly, we are going to be doing an **initial evaluation** in which we will look for the previous knowledge the students have about the topic we are going to be introducing, for starting from that level. For that, we will be using some graphic organizers and simple questions that are going to be answered in the first session of the project.

Then, more or less in the middle of the project we will do an **intermediate evaluation** in which we will take into account how the development of the project is doing and how are our students dealing with it, measuring the progression from the beginning to the middle of it.

Finally, we will do a **final evaluation** in which we will evaluate what the student learnt from the project and if they achieved the learning objectives established for the unit.

UNIT PLAN

All the units programed for this school year will be related by a common topic.

In this case, we will be part of a detective's agency and we will have the special mission of helping the police discover who the thief of the first flag of the United states was. In order to do that, the students will receive, in each unit, different letters, missions, and clues to help them discover who the thief was and how the flag was stolen.
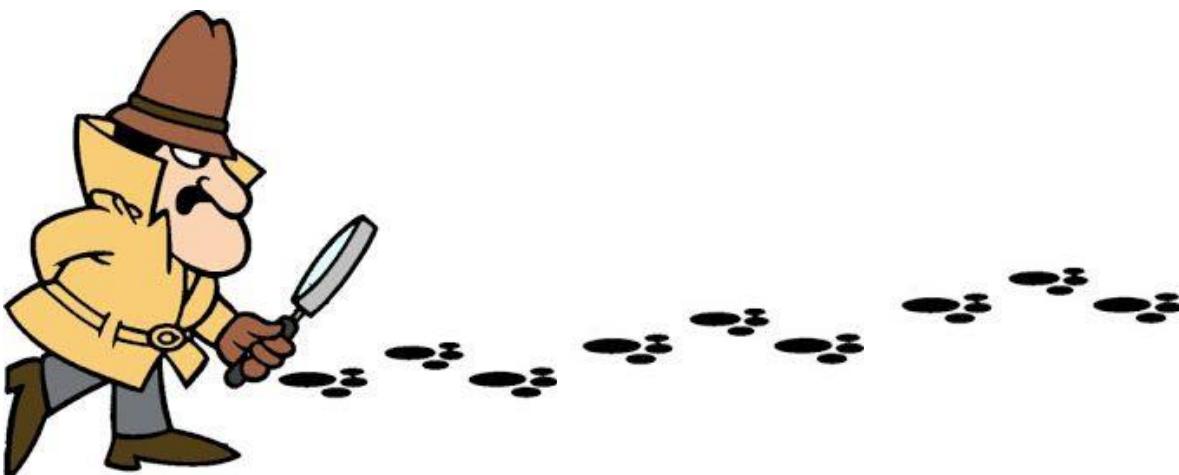
Every time they finish solving the part of the case corresponding to the unit, they will also receive a stamp that they will stick in their detective card. This will be included in the Annex -

These letters will be included in the **Annex 11: Letters from the Inspector**, and the clues will be included in the description of each unit.

The annual didactic program is divided into nine units having tree in the first term, three in the second, and two in the third term. Also, we have included an introductory unit, called *Unit 0: Signing our contract*, that is going to be used as a way of introducing the topic to the students and motivate them for the following units in which we will star introducing content. This introductory unit will last a week.

During the whole process we are going to have James Smith, the Inspector of the Metropolitan Police who is the one who contacted us asking for help in the case. He is going to be the one sending us the letters, clues and missions from the different units, acting not only as a linked between all the units, but also as a motivational element for the students. We can see a small explanation and a picture of him in the **Annex 10: James Smith, the Police Inspector.**

This common topic will be the way we'll contextualize the vocabulary and the grammar structures of each unit.

This introductory unit will be used to get the students ready for the project in which they are going to take part during the whole school year, as well as they start immersing in the topic proposed for this task: creating a detectives' agency and solving a case.

This unit is going to last a week, from September 10th to September 14th, being this the first week the students are in the school.

Also, as this is only a way of getting the students motivated and introduce them the topic, we are not assigning any grammar structure for them to learn; we are just going to create several activities to know a little bit more about detectives and to create the agency. Through these activities they are going to learn vocabulary related to this topic.

ACTIVITIES OF THE INTRODUCTION WEEK

INVESTIGATING ABOUT DETECTIVES

On Monday, we will be investigating about the detective's agency and the work they do.

We will find out what a detective looks like, what materials they use to work, if they work in teams or individually, who they work with, etc.

To achieve this goal, we will use the book of *Basil of Baker Street. The great mouse detective,* and some of the images of the Disney film too.

When we have all the information, we will create a mind map to hang out in our English corner.

CREATING OUR AGENCY AND GIVING IT A NAME

Once we know everything we need to know about detectives and their job, we will be ready to create our own detectives' agency to see if someone contacts us to give us a case.

We will create our own agency and choosing a name for it, using the Class Dojo website. Each of us will have a character and receive points every time we work well. In this session we will also decide as a class when we are going to receive points and rewards.

We will also create a mailbox, that we are going to set outside of the class to see if there is anyone interested in contacting us for working together.

We are going to spend all Tuesday class organizing this.

GETTING THE CASE

On Wednesday, when we arrive to class, we find out that our mailbox has something inside. We open it and see that there is a letter from an American Police inspector, asking for help in a robbery that has happened in our country. (see the letter one in the *Annex – letter from the police officer*).

We read it together and analyze it: we explain what a robbery is, what has been stolen, etc. and decide if we want to participate in the case explaining all together what we like and what we don't like about this case.

SIGNING OUR CONTRACT

As we finally decide that we want to participate in the case, we sign a contract in which we explain the main rules and details about the case.

In this contract we will include:

- The situations in which we have agreed that we will earn or loose point when we created the agency.
- The rewards we are going to get when we get to certain number of points.
- How the case is going to work: we will get certain clues, information or task from the police inspector and we will have to work in them until the time finishes.
- We will sign ourselves as authentic detectives and get our own detective card.

Each contract is going to be signed and stamped by the police inspector, who is going to finally give us the final confirmation about us working together.

MEETING THE POLICE INSPECTOR

On Friday we finally get in our mailbox the contracts signed by the police inspector.

We also receive an email with a video from the inspector, whose name is James Smith, saying thank you for accepting working with them in this important mission and telling us that we will soon receive the first piece of information about the case we are all working in.

- In this particular case, the boss is going to be pre-made by the teacher using the website VOKI (https://www.voki.com/) that will also allow us, once the character has been created, to create video messages for the kids.

As we are also communicating with him by letter, we will print a picture of James and stick it in our detectives' panel to put the letter and information that he is going to send us for everyone to see it anytime they want to.

UNIT 1 – THE DAY OF THE ROBBERY

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on September 17th and finish on October 11th (1st Term).

RATIONAL OF THE DIDACTIC UNIT THEME

This didactic unit will start with our investigation about the robbery of the flag. James, the police inspector, is going to send us a letter telling us what our first mission is, indicating us that we will need to find out the date of the robbery and send it to them making them able to get the security camera images.

This means that, with the first mission we will introduce the days of the week, the cardinal numbers, and the months of the year as the specific vocabulary of this unit. We will also work with the answer to simple questions related to the date like *What day is today? Today is ___*, as well as the correct structure to write and say the date in English.

Knowing how to write dates is important in a lot of different contexts. We use dates for almost everything: setting up plans, knowing the birthday of our family members, friends and our own one. That is why I think it is an important topic to teach to our students and, also, a good way to start the investigation of our robbery.

The unit will finish when the students send the information of the date of the robbery to the police inspector, giving them the information required to get the security images and skip to the next level of the case.

Objetivos	1. Conocer y utilizar vocabulario básico relacionado con la expresión temporal. (CLC, MSTC) 2. Preguntar y responder por el día en el que nos encontramos, utilizando una correcta estructura. (CLC) 3. Utilizar e identificar los números ordinales en una enumeración. (MSTC) 4. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con la expresión temporal. (CLC) 5. Escritura dirigida de vocabulario y oraciones sencillas relacionadas con la expresión temporal. (CLC) 6. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC, SCC) 7. Reconocer y trabajar con el grupo de fonemas presentados: y, x. (CLC) 8. Reconocer y trabajar con las tricky words presentadas: I, the. (CLC)	

Contenidos	**Conceptos**	• Vocabulario básico (días de la semana, meses del año). • Expresión de cantidad: ordinal numbers up to two digits. • Indications of time (today, Tomorrow, yesterday). • Wh- questions: *What day is today/tomorrow/yesterday? Today is…*
	Procedimientos	• Reconocimiento y lectura de palabras que contengan los fonemas: y,x. • Uso de canciones, rutinas, retahílas y rimas. • Identificación de los días de la semana, meses, y años en una fecha. • Utilización adecuada de las expresiones de tiempo today, tomorrow, yesterday.
	Actitudes	• Interés y respeto por las opiniones de los compañeros.

Criterios de evaluación	• Conoce y utiliza el vocabulario básico relacionado con la expresión temporal de manera adecuada. • Pregunta por el día en el que nos encontramos, utilizando una correcta estructura en la pregunta. • Responde a la pregunta *¿Qué día es?* de manera adecuada, utilizando el vocabulario necesario. • Utiliza e identifica los distintos números ordinales en oraciones o textos sencillos. • Lee y comprende oraciones, palabras y textos simples, en diferentes formatos, relacionados con la expresión temporal. • Escribe palabras y oraciones sencillas, de manera dirigida, utilizando el vocabulario relacionado con la expresión temporal. • Utiliza expresiones de uso habitual, para comunicarse con sus compañeros o profesores en el aula. • Reconoce y trabaja con los fonemas asignados a esta unidad: y, x. • Reconoce y trabaja con las tricky words presentadas: I, the.

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on October 15th and finish on November 8th (1st Term).

RATIONAL OF THE DIDACTIC UNIT THEME

This unit will represent the second level of our case. The inspector will send us another letter telling us that along with the date we already sent them, we need to look for the place where the flag was stored to finally get the security images.

We will need to know the places we can find around our city and the basic characteristics of each of them.

Introducing the context around us and investigating about the different facilities that our close surrounding can provide us, is basic for the kids because we are showing them that we can learn not only inside of the school, but also from the things around it. Also, this unit will help them know the facilities that their city provides them, as most of the children of our class live in the same area where the school is located.

This is why we think it is necessary to investigate about the different facilities that our city can provide us, complementing the content we are going to introduce in class with a trip around our city.

In this unit we are going to teach the student vocabulary related with the city facilities such as cinema, shop, park, etc. and the use of structures like *there is* and *there are* to describe the main features that their city has.

This unit will finish by sending the police officer the information about the place where the flag was stored, to make them able to finally give us the images of the security cameras; skipping with that to the next level of our case.

Objetivos		1. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) 2. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con los lugares y las descripciones de la ciudad. (CLC, SCC) 3. Escritura dirigida de vocabulario y oraciones sencillas relacionadas con los lugares de la ciudad. (CLC) 4. Conocer y utilizar vocabulario básico relacionado con los lugares de la ciudad. (CLC) 5. Preguntar por dónde se encuentra un lugar de la ciudad y responder, utilizando una correcta estructura. (CLC, APIC) 6. Utilizar las preposiciones de lugar en la descripción de la ciudad. (CLC, MSTC) 7. Establecer los elementos que componen una ciudad utilizando *there is/ there are*. (CLC) 8. Reconocer y trabajar con el grupo de fonemas presentados: ch, sh (CLC) 9. Reconocer y trabajar con las *tricky words* presentadas: he, she. (CLC)
Contenidos	**Conceptos**	• Places of the city (museum, cinema, park, school, supermarket, airport, hospital, library). • Prepositions of place (in front of, between, behind, next to). • There is/ there are. • WH- question: where *Where is the…?*
	Procedimientos	• Identificación de los diferentes lugares de la ciudad en un mapa. • Descripción de la ciudad. • Uso de canciones, rutinas, retahílas y rimas. • Utilización adecuada de las preposiciones de lugar.
	Actitudes	• Desarrollo de una actitud de cuidado y respeto por los diferentes elementos de la ciudad. • Interés por conocer su ciudad y los elementos que la componen.
Criterios de evaluación		• Utiliza expresiones de uso habitual, para comunicarse con sus compañeros o profesores en el aula. • Lee y comprende palabras, textos y oraciones simples, en diferentes formatos, relacionados con los lugares y descripciones de la ciudad. • Escribe palabras y oraciones sencillas, de manera dirigida, en las que utiliza el vocabulario relacionado con la ciudad. • Escribe oraciones y textos sencillos, de manera dirigida, en los que describe una ciudad y sus principales lugares. • Conoce y utiliza, en las diferentes actividades programadas, vocabulario relacionado con los lugares de la ciudad. • Pregunta por donde se encuentra un lugar dentro de la ciudad, utilizando una correcta estructura y vocabulario. • Responde, utilizando una correcta estructura y vocabulario, a donde se encuentra un lugar dentro de la ciudad. • Utiliza, a la hora de describir donde se encuentran los diferentes lugares de la ciudad, las preposiciones de lugar. • Establece los elementos que componen una ciudad y los enumera utilizando *there is / there are.* • Reconoce y trabaja con los fonemas asignados a esta unidad: ch, sh. • Reconoce y trabaja con las tricky words presentadas: he, she.

UNIT 3 – LOOKING FOR THE THIEF CLOTHING

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on November 12th and finish on December 12th (1st Term).

RATIONAL OF THE DIDACTIC UNIT THEME

In the fourth level of our case, the police officer will finally be able to see the security cameras images and give us the information about it. James and his team found out that the thief ran out of the place where the flag was kept while throwing the clothing he was wearing away.

But he was very clever because he put some fake clothing too just to confuse the police and get some more time to escape with the flag. Our mission in this unit will be to find out which of the clothing was used in the robbery.

In order to do that, we will relate the different clothing items with the season we are in. We will teach the students vocabulary related with the clothing linking them with the seasons. Also, for the grammar structure, students will be learning about the *present continuous* using structures such as *I am wearing…*, *What are you wearing? …*

This unit is important for the kids as will teach them how to get dressed depending on the season and the weather, being this a way of taking care of ourselves, preventing us to get sick.

First, the student will learn about the different clothing items we use in every season and, once we have learned about all of them, we will link the date in which the flag was stolen with the clothing item the thief might be wearing. At the same time, we will introduce the grammar structure programed for this unit.

Once we have all the information, we will send it back to James and wait until they send us back the next part of our case.

Objetivos		1. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) 2. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con las estaciones y sus principales características. (CLC, SCC) 3. Escritura dirigida de vocabulario y oraciones sencillas relacionadas con las distintas prendas de ropa dependiendo de la estación en la que nos encontremos. (CLC) 4. Conocer y utilizar vocabulario básico relacionado las distintas prendas de ropa. (CLC) 5. Preguntar por la ropa que está llevando y responder con el nombre de la prenda, utilizando un correcto vocabulario y estructura. (CLC, APIC) 6. Utilizar el presente continuo para describir la ropa que llevan puesta. (CLC) 7. Reconocer y trabajar con el grupo de fonemas presentados: th (Little), th (big) (CLC) 8. Reconocer y trabajar con las tricky words presentadas: me, we, be. (CLC)

Contenidos	Conceptos	• Seasons.
		• Pieces of clothing related with the season.
		• Wh questions: what *What are you wearing? What is he/she wearing?*
		• Expresión del aspecto: present continuous.
		   ○ *I'm wearing a…*
		   ○ *She / He is wearing….*

	Procedimientos	• Identificación de las diferentes prendas de ropa. • Relación de las prendas de ropa con la estación a la que corresponde. • Descripción de la vestimenta de una persona o de sí mismo.
	Actitudes	• Actitud de cuidado hacia sí mismo, eligiendo la ropa adecuada dependiendo de la temperatura. • Valoración positiva de su imagen.
Criterios de evaluación		• Utiliza expresiones de uso habitual dentro del aula, para comunicarse con sus compañeros y profesores. • Lee palabras, textos y oraciones muy simples relacionadas con los distintos outfits dependiendo de la estación en la que nos encontremos. • Comprende palabra y oraciones sencillas relacionadas con los diferentes tipos de ropa que podemos llevar según la estación. • Comprende e identifica las ideas clave de textos relacionados con los distintos tipos de ropa dependiendo de la estación. • Escribe, de manera dirigida, vocabulario y oraciones sencillas relacionadas con los tipos de ropa que podemos llevar dependiendo de la estación. • Conoce el vocabulario básico presentado en esta unidad sobre los tipos de ropa. • Pregunta por la ropa que está llevando una persona utilizando una correcta estructura. • Responda si le preguntan por la ropa que está llevando, con un correcta estructura y vocabulario. • Utiliza el presente continuo a la hora de describir el atuendo que lleva. • Reconoce y trabaja con el grupo de fonemas presentados: th (Little), th (big) • Reconoce y trabaja con las tricky words presentadas: me, we, be.

TARGET LEXIS

SEASONS

- Winter (n) (Previous knowledge)
- Summer (n) (Previous knowledge)
- Spring (n) (Previous knowledge)
- Fall (n) (Previous knowledge)

CLOTHING

- Coat (n)
- Hat (n)
- Scarf (n)
- Gloves (n)
- Shorts (n)
- Bathing suit (n)
- Flip flops (n)
- Boots (n)
- Raincoat (n)

- Umbrella (n)
- Jacket (n)
- Dress (n)
- Trainers (n)
- Shirt (n)
- T-shirt (n)
- Shorts (n)
- Pants (n)
- Jeans (n)

LEARNING OUTCOMES

1. Students will be able to identify the different pieces of clothing and relate them with the season in which they will wear them.

2. Students will be able to describe the different outfits using the structure *I'm wearing*… if they are describing their own outfit or he/she is wearing if they describe another persons' outfit.

3. Students will be able to create the best outfit taking into account the weather and the season they are in.

METHODOLOGY

SESSION 1

The students will receive the letter form the police inspector and all together, in the assembly, we will read it and analyze it.

Once we read it all together, we are going to give them some time to, in pairs, think what the letter is asking us and what are we going to be learning about. When all of the pairs have finished, we will put it in common and write all the ideas that come to our mind in the blackboard.

After that, we will read the letter again and, from all the ideas, we will choose the final topic that we are going to be learning about in the unit.

To sum up and get the previous knowledge that the students have about this topic, we will do a thinking routine in which we will divide a wall in the class in three parts: in the first one the students will draw, or if they know how to write it they can do it too, what they know about the topic; in the second want they will draw or write about what they want to learn about; and we will leave the last one for the end of the unit, so the students can write or draw what they have learnt.

SESSION 2

We are going to do a warm up and present the first season with the first pieces of clothing: Summer.

This will be a review of last year, as they have already learnt about the different seasons. We will remind also, the summer weather with the song Mr. golden sun.

- (https://www.youtube.com/watch?v=hlzvrEfyL2Y)

For this presentation of the new vocabulary about clothing, the teacher is going to be wearing the summer clothing we found in one of the thief's suitcases, like shorts t-shirt or a dress. She is going to get into class wearing that and, every time she presents a real piece of clothing, she is wearing she will also get a flashcard with a picture of the piece of clothing and the name written on it.

The pieces of clothing we are going to present are: Dress, flip-flops, shorts, bathing suit, hat, t-shirt. (The pieces of clothing that the teacher cannot wear will be shown). The teacher will follow the next structure

- What am I wearing? (pointing to the piece of clothing)
- I am wearing a t-shirt.

The kids will repeat the different sentences that the teacher says.

The flashcards will be kept in the season chart, in which we will put all the clothing related with each season.

SESSION 3

In this session, to practice the grammar and the summer clothing.

We are going to present them our new classmates: Tom and Lily. These are two dolls that will need to be dressed depending on the season we are in. In this case, as we are in summer, we are going to put them all the summer clothes we have introduced yesterday.

In pairs, they will dress up Tom and Lily, taking into account they are in summer and will come to the front of the class to explain them what Tom and Lily are wearing.

Using the randomize mode in ClassDojo, we will pick a student who will need to ask the question *What is Tom wearing?* And the kid of the pair who has Tom will have to answer *Tom is wearing…*

We will do the same with the other kids in the class, until all the pairs have come to the front to say what Tom and Lily are wearing.

SESSION 4

In this session we will present, the vocabulary related to spring.

As the kids have already studied the seasons, we will be remembering the things they learnt last year and introduce it with the song Sping Is Here (*https://www.youtube.com/watch?v=DobrRgD5aOU*).

Once we have remembered the season, the teacher will introduce the spring clothing she found in the thief's spring suitcase: a shirt, jeans, trainers, jacket.

The kids, in this case will have to ask the teacher W*hat is she wearing?* and she will ask with the structure *I am wearing a…* and choose a piece of clothing she will be wearing.

Every time the teacher answers with a piece of clothing she will be showing a flashcard with the name of the piece of clothing and the picture of it, and she will add it to the seasons corner in the spring section.

For practice the vocabulary on the spring clothing we will do a bingo using Tom and Lily's outfit.

SESSION 5

To consolidate the vocabulary spring and summer clothing and the grammar structure. We will divide the class in two teams and, using a big carboard they will design an outfit for tom and Lily's holydays.

But each group will have a different season: In the group A Tom and Lily are going to a summer holiday, and in the group B they are going to a Spring holyday.

They will have to design an outfit for each of them and writhe it in a paper for them to be able to remember.

Then, they will present it to the rest of the class.

SESSION 6

We will present the next season, autumn. For remembering the season from last year, we will introduce the topic using the song *Autumn leaves are falling down.*

- *(* https://www.youtube.com/watch?v=tPm7JTGIHcA *)*

Once we have introduced the topic the teacher will open the thief's suitcase and start wearing the autumn clothes, she finds inside them. The kids will have to ask her *What is she wearing?* And the teacher will answer with the piece of clothing she has just put on.

The clothes she will be wearing are: boots, raincoat, umbrella, pants.

Every time she puts on a different piece of clothing on, she will show a flashcard with a picture of the piece of clothing and the name written on it.

To practice this vocabulary and grammar structure, the kids will draw a picture of themselves in autumn and do a little description at the back telling us with pieces of clothing they are wearing.

SESSION 7

To consolidate the different pieces of clothing from spring, summer and autumn, we will listen to different riddles about the seasons.

We will need to guess which riddle represents each season and, once we know the season, we will dress up Tom or Lily according to the season.

We will pick a few kids in each season for them to explain us *what are Tom and Lily wearing?* in each season.

My days are long. The sun shines brightly.

I am hot and humid. What season am I?

I'm Summer

Flowers grow, trees are green. You see butterflies

and bees on the green leaves. What season am I?

I'm Spring

Old leaves fall from trees. They turn from green

to brown or yellow. What season am I?

I'm Autumn

SESSION 8

In this session we will present the winter clothing we have in the thief's suitcase. But first, we will introduce and remember the winter season with the song *fun in the snow*

- *(* https://www.youtube.com/watch?v=Z75Hsp-2zaw *)*

Once we have introduced the winter topic, the teacher will start wearing the winter clothes we have in the thief's suitcase.

The kids will have to ask her W*hat is she wearing?* And the teacher will have to answer with the piece of clothing she is wearing.

Every time she answers with a piece of clothing, she will show a flashcard in which we can see a picture of it and the name written underneath.

All of the flashcards will be adding into the seasons corner, in the winter section.

SESSION 9

For practice the vocabulary on all of the pieces of clothing we have learnt, we will use the tablets.

Student will spend the first half an hour playing to different Kahoots, some of them created by us and others we can find in the internet related with the seasons and the pieces of clothing.

The second half an hour they will go to the website *games to learn English*, to the section clothes, and play the different games of the seasons they have in that website.

SESSION 10

Today we will do a consolidation activity in which we will be doing a gymkhana around the school playground.

The teacher will have hidden all the different pieces of clothing we have learnt in the unit around the school playground.

She will divide the class in 5 groups and give the students different directions like:

- On boy of your group need to be dressed for a summer afternoon.

The group will have to run around the playground and look for the appropriate clothing, put it on one of the boys of the group and write it in a piece of paper that will give to the teacher.

- Example of the sentence: Javier is wearing a pair of shorts, a t-shirt, and flip-flops.

We will do this several times, and the group that dress ups faster and got the sentence wright will obtain a point.

The points obtained will be added to class dojo.

SESION 11

FASHION SHOW (ENGLISH SESSION)

On the last consolidation activity, we will do a fashion show. The students will pic and outfit linked to one of the seasons we have studied and bring it to school.

We will all go to the gym, get change and do a fashion show. Each kid will walk down the catwalk and, when they get to the end of it, they will have to describe their own outfit.

ROUND UP (ART SESSION)

Also, in the arts hour, we will do the round up activity in which the student will create their own piece of clothing for a specific season, using recycling materials.

Once they have created their own piece of clothing, they will put it a name and explain when they will wear them and why.

Now that we know everything about the different clothing, we can use for each season we need to find out which of the suitcases we found is from our suspect.

We arrive at class and we see that in our mailbox is a note from the police inspector and a picture.

Hello detectives:

Hope you already know everything about the types of clothing we can use in each season.

Here I send you a picture of the city the day the robbery was committed. Hope it helps identify which clothing did the suspect used on the robbery.

When you have the information, let me know.

Thanks for the help.

James Smith.

We will review a little bit, with the seasons corner, the different items they were in the different suitcases and, all together in the assembly will analyze the picture and send the information we get to James and their team.

DIVERSITY ATTENTION MEASURES

As we explained, out deaf student only needs access adaptations to get to the content in an easy way.

That is why, in this unit, we will be supporting all our explanations using the *Bimodal* and the FM for him to understand everything better.

Also, we include while presenting the different vocabulary visual support, like realia with the pieces of clothing and flashcards that will be in the class during the whole unit for him to consult them anytime he needs.

During the group activities, we will make sure he is in the front row and, while doing the autonomous activities with the group we will make sure he is collaborating and the rest of the group id helping him follow the different steps required to develop the activity planed

OTHER ELEMENTS THAT CAN BE EXPLICIT

JOLLY PHONICS

Every Wednesday, we will introduce a different phoneme using the Jolly Phonics methodology.

These unit sounds and tricky words are:

- First week: Th (little), Th (big)
- Second week: Me
- Third week: we
- Fourth week: be

We will follow the structure added in the *Annex 13: Jolly Phonics.*

ACTIVITIES WITH THE FAMILIES

In this unit, we will do two activities in which we will need the collaboration of the families.

- **Gymkhana**: in this activity we will need that the families provide us with different outfits of the kids from the different seasons we have worked with. For that, we will send them a note home a week earlier for them to have time to plan it.
- **Fashion show**: in this activity, the families will have to help the students pick and outfit and bring it back to school for the fashion show. They will also be able to come and watch it the day it takes place in the gym of the school.

ICT DEVELOPMENT

In this unit, the ICT tool we are using is the Kahoot and the website *games to learn English.*

We will be using this ICT took for reviewing the content learned in an interactive and fun way.

With this, we want to teach the students that the tablets and games included in them can also be used as a way of learning at the same time we have fun.

Both of these tools can be used at home and will also be a way of giving the parent some resources for them to work and practice with the kids at home too.

VALUES' EDUCATION

In all of the unit we will try to introduce not only the vocabulary and grammar content, but also some emotional and values education.

In this case, we will teach them the importance of taking care of ourselves by choosing the right clothing depending on the weather and the season. This will prevent us from being ill, taking care of our heath.

Also, we will give importance to accept our personal image, no matter which type of clothing we use, and respect each of the individual styles we all have. We will specially work this in the fashion show activity.

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on January 8th and finish on January 25th (2nd Term).

RATIONAL OF THE DIDACTIC UNIT THEME

In the last unit we helped James and his team to find the clothing the thief used for the robbery. With this, the Police team will be able to follow their trail, to get more information about where the thief is hidden. But they have a problem, their tracking patrol has no animals to help them do the job, so they have asked us to find the best pet animal to get into the patrol and help them do the job.

In this unit, the students will learn vocabulary related with the pet animals and some of their main characteristics. At the same time, we will introduce the grammar chosen for this unit: *Where do they live?* And the structures *They can / can't* for describing some of their main characteristics. At the same time, we will compare them with the wild animals they have learnt last year. To make this easier, we will do, as an outdoor activity, a visit to the local zoo.

We think knowing about pet animals is important, not only to make sure they respect them and take care of them, but also to make them see that pet animals not only stay at home with use but also help us in some works or everyday life routines (like the guide dogs do).

Once we find out which animal or animals are the best ones to introduce them intro the tracking patrol, we will send the information to James and wait until we get the next clue to skip to the next level of our case.

Objetivos		1. Conocer y utilizar vocabulario básico relacionado con las mascotas. (CLC) 2. Escritura dirigida de vocabulario relacionado con las mascotas y oraciones sencillas describiendo sus principales características. (CLC, MSTC) 3. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con las mascotas y sus principales características. (CLC) 4. Describir las principales habilidades de los animales utilizando la expresión de capacidad can / can't. (CLC, MSTC) 5. Comparar las mascotas y los animales salvajes respondiendo a la pregunta donde viven. (CLC, MSTC) 6. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) 7. Reconocer y trabajar con el grupo de fonemas presentados: qu, ou (CLC) 8. Reconocer y trabajar con las tricky words presentadas: was. (CLC)
Contenidos	Conceptos	• Pet animals (dog, cat, fish, bird, horse, hamster, pig, rabbit). • Expresión de modalidad: capacidad (can / can't). • Wh- questions: where *Where do they live?*
	Procedimientos	• Descripción de las mascotas y sus principales características. • Comparación de las mascotas con los animales salvajes. • Clasificación de las mascotas según dónde viva: tierra/mar/aire.
	Actitudes	• Desarrollo de una actitud de cuidado y respeto hacia las mascotas. • Interés por conocer las mascotas y sus principales cuidados.
Criterios de evaluación		• Conoce y utiliza vocabulario básico relacionado con las mascotas. • Escribe, de manera dirigida, vocabulario, oraciones y textos sencillos describiendo las principales características de las mascotas presentadas en esta unidad. • Lee palabras, oraciones y textos sencillos, relacionados con las mascotas y sus principales características. • Comprende palabras y oraciones; y es capaz de identificar las ideas principales de textos sencillos relacionados con las mascotas y sus habilidades. • Describe e identifica las principales habilidades de los distintos animales, utilizando las expresiones de capacidad *can/can't*. • Compara las mascotas presentadas en esta unidad, con los animales salvajes vistos en el curso pasado, respondiendo a la pregunta: *Where do they live?* • Utiliza expresiones de uso habitual, para comunicarese con sus profesores y compañeros dentro del aula. • Reconoce y trabaja con los fonemas asignados a esta unidad: qu, ou. • Reconoce y trabaja con las tricky words presentadas: was.

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on January 28th and finish on February 15th (2nd Term).

RATIONAL OF THE DIDACTIC UNIT THEME

Now that we added some new tacking friends to our patrol, the police officers can finally follow the trail of the suspect. While following it, they find a witness that says that he saw the suspect running the day he stole the flag and he was wearing a working uniform, but he cannot remember which one.

For making the witness remember the uniform we are going to learn about the different jobs that we can find in the city and link them with the uniform they are wearing.

Once we have the information, we will give the suspect different options and he will be able to pick the one the remembers from that night.

In this unit, the students will learn vocabulary related with the jobs and some of the main characteristics of each of them. At the same time, we will introduce the grammar structure *Is he/she a…? Yes, he is / No, he isn't,* and they will we able to ask and answer to the question *Where do… work? He/she works in…*

Once we have the information about the different jobs, we will send them to the witness, and he will send the answer back to the police officer and they will tell us what the next step of our case is.

Knowing about the different jobs an some of the characteristics of each of them will help the students to know more about the context that surround them and will also help them to gain autonomy while moving around the city and doing activities in them. Also, in a future, they will have to pick a job too, so it is good for them to start learning about them as early as possible.

Objetivos	1. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con las profesiones y sus principales características. (CLC, SCC) 2. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) 3. Escritura dirigida de vocabulario relacionado con las profesiones y oraciones sencillas describiendo sus principales características. (CLC, SCC) 4. Conocer y utilizar vocabulario básico relacionado con las profesiones y sus principales características. (CLC, SCC) 5. Preguntar por dónde trabaja y responder utilizando una correcta estructura. (CLC) 6. Describe las principales características de las profesiones y las tareas que realizan sus trabajadores. (CLC, SCC, ACE) 7. Reconocer y trabajar con el grupo de fonemas presentados: oi. (CLC) 8. Reconocer y trabajar con las tricky words presentadas: to, do. (CLC)	

Contenidos	Conceptos	• Jobs: policeman, fireman, doctor, teacher, dancer, artist, astronaut. • *Wh- questions: where Where do… work? He/she works in…* • Asking questions: *Is he/she a…? Yes, he is / No, he isn't*
	Procedimientos	• Identificación de los distintos trabajos y lugares en los que se desempeñan.
	Actitudes	• Actitud de respeto hacia los diferentes trabajos y la tarea que desempeñan en nuestro día a día. • Interés y respeto por las opiniones e ideas propuestas por los demás compañeros.

Criterios de evaluación	• Lee palabras, oraciones y textos muy simples relacionados con las profesiones y sus principales características. • Identifica y comprende palabras y oraciones sencillas relacionadas con las profesiones. • Comprende e identifica las ideas clave de textos relacionados con las profesiones y sus características. • Escribe, de manera dirigida, palabras, oraciones y textos sencillos, relacionados con las profesiones y sus principales características. • Conoce el vocabulario básico relacionado con las profesiones y sus principales características, utilizándolo en las actividades propuestas en clase. • Pregunta por la profesión de una persona y el lugar de trabajo de esta, utilizando una correcta estructura. • Responde a la pregunta de cuál es tu lugar de trabajo y cuál es tu profesión utilizando un vocabulario y una estructura correcta. • Describe las principales tareas desarrolladas en cada una de las profesiones propuestas en esta unidad. • Reconoce y trabaja con los fonemas asignados a esta unidad: oi. • Reconocer y trabajar con las tricky words presentadas: to, do.

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on February 18th and finish on March 15th (2nd Term).

RATIONAL OF THE DIDACTIC UNIT THEME

Once the police got to the job of our suspect, they found out that there are two very similar trails, so they are starting to think that some of his relatives helped him do the robbery. That is why James' team asks us to create a family tree of our suspect, to find out which of their family members can be helping him.

For that reason, in this unit, the students will learn the vocabulary related with the family and also the relationship between the different members, representing it by the genealogical tree. The grammar structure we pick for this unit is the question *who is he/she? He is….*, relating it with family relationships. This question will also be used in further units (like the one of the Identification parade) to identify who the thief was and who was also the helper.

Family and friends are a very common figures from the closest context of our students. They will represent their social relationships, specially the family in most of the cases, so it is important for them to identify the different family members and the relationship they have between them.

Once we have completed our geological tree, we will see which ones of the family members of our suspect could have help him committing the robbery, thanks to some of the information that the Police Inspector has send us.

Once we have decided which member of the family helped out thief, we will send the information to the Police inspector and wait until they send us the next step of our case.

Objetivos	1. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con la familia y las principales relaciones de parentesco. (CLC, SCC) 2. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC, SCC) 3. Escritura dirigida de vocabulario relacionado con la familia y oraciones sencillas. (CLC) 4. Conocer y utilizar vocabulario básico relacionado con la familia. (CLC) 5. Responder a la pregunta de quién es relacionándola con el parentesco. (CLC) 6. Crear un árbol genealógico siguiendo una correcta estructura. (LL, ACE, APIC) 7. Reconocer y trabajar con el grupo de fonemas presentados: ue (CLC) 8. Reconocer y trabajar con las tricky words presentadas: of, are (CLC)	
Contenidos	Conceptos	• Family: mother, father, brother, sister, uncle, aunt, cousin, grandparent, grandmother, grandparents, parents. • Wh- questions: who *Who is he/she? He is….*
	Procedimientos	• Creación de un árbol genealógico incluyendo el vocabulario propuesto. • Identificación de los distintos miembros de la familia. • Clasificación de los miembros de la familia según su parentesco.
	Actitudes	• Actitud de respeto y colaboración con los distintos miembros de la familia.
Criterios de evaluación	• Lee palabras textos y oraciones sencillas relacionadas con los distintos miembros de la familia, utilizando una correcta entonación. • Comprende palabras y oraciones sencillas relacionadas con los miembros de la familia y sus principales relaciones. • Comprende e identifica las ideas clave de textos sencillos relacionados con los miembros de la familia y las principales relaciones entre ellos. • Utiliza expresiones de uso habitual, para comunicarse con sus compañeros y profesores, dentro del aula. • Escribe, de manera dirigida vocabulario y oraciones sencillas relacionadas con la familia. • Responde a la pregunta de Quién es, relacionándolo con el parentesco. • Crea un árbol genealógico, utilizando el vocabulario adecuado y la estructura correspondiente. • Reconoce y trabaja con los fonemas asignados a esta unidad: ue. • Reconoce y trabaja con las tricky words presentadas: of, are	

TARGET LEXIS AND LEARNING OUTCOMES

TARGET LEXIS

- Grandparents (n)
- Grandmother (n)
- Grandfather (n)
- Parents (n)

- Mother (n) (Previous knowledge)

- Father (n) (Previous knowledge)

- Siblings (n)

- Brother (n) (Previous knowledge)

- Sister (n) (Previous knowledge)

- Aunt (n)

- Uncle (n)

- Cousin (n)

- Nephew (n)

- Grandchild (n)

- Genealogic Tree (n)

- Married (adj)

- Relatives (n)

LEARNING OUTCOMES

1. Students will be able to identify the different family members and the relationship between each of them.

2. Students will be able to create their own genealogic tree, using a correct structure and vocabulary.

3. Students will be able to describe their own family, explaining the relationships between each of the members.

METHODOLOGY

SESSION 1

To star with the warm up We will all together go to see if we have a new letter in our mailbox from the police inspector. We will read it, and, in pairs, we will think what the is the topic we are going to be learning about in this unit.

Once we all the pairs have decided which is the topic we are going to be learning about, we will put it in common and choose the right one to present it to the kids.

We will present our genealogical tree and the structure of it with the book *Me and my family tree,* showing at the same time we read the flashcards with the member of the family we are going to be working in the first set (parents: mother and father; siblings: brother, sister) .

- We will only read the first part of the book, in which they introduce the parents, and the kid who is telling the story.

While reading the book and presenting the first family members, we will start gluing them in our genealogical tree structure.

SESSION 2

To check if the students remember the vocabulary presented yesterday, we will sit in the assembly and ask the students some personal questions in which we can include the vocabulary about the family, who is you father, do you have any siblings, etc.

Once we have reviewed the vocabulary learnt yesterday, we will be playing the card game *Families from 7 countries* in English.

The students will have to try complete family of a country and, once they have it, they will have to present it the other partners, using the structure *He is the daughter, he is the mother,* etc.

Once they have finished they will choose a family of a country and present it to the rest of the class.

SESSION 3

We will arrive to class and find out that we have another envelope in the mailbox. We open it and find out there are pictures of the rest of the family of the suspect. In this case we have the grandparents and the rest of the family.

To remember the other family members, we will read all the book *my family tree and me* and, while reading the family member we have already introduced some children will come to the front and point to them in the family tree.

This will help us to also evaluate which kids have already learnt the previous vocabulary and grammar and which need to keep working on it.

We will introduce the new family member while reading the book, showing the flashcard when they appear in the story and putting them in the correct place of our genealogical tree.

To practice the grammar structure and the vocabulary (once the genealogical tree is complete), the kids will come to the front and point to one of the members on it and ask a friend the next question:

- *Maria, Who is he?*

And Maria will answer

- *He is the suspect's brother.*

SESSION 4

To practice the vocabulary and grammar structure the students will create in groups, a memory game in which they will include all the vocabulary studied so far.

To create the pair, they will need to draw in one of the cards a picture of the family member they are describing and, in the other card, to write the word that represents that family member.

- For example, if they are representing the father, in one card they will draw a picture of a father and in the other one they will write the word *father*.

Once all the groups have finished creating their own memory, they will change the game with another group and play de memory designed by other classmates.

Each time a person of the group gets a pair the rest of the group will have to ask him or her *Who is he/she?* Referring to the pair he got, and the child will have to answer with *He/she is the (family member)*.

SESSION 5

In this session we will go and work in the computer room with the website *Family members games*

- *(* https://www.mes-games.com/family.php *)*

In this website they will be able to find different family members games to practice the different contents we have been working on during this unit.

While they are playing, the teacher will go around and check if everyone is playing in a correct way and, at the same time, if there is any word or grammar structure that need to be practiced more in any of the students.

We will, with the tablets, do a research and look for a famous family we want to present. It can be a family from a film, a book, or a tv series, any family the students can think of.

We will do this activity in pairs and, together, they will have to look for a picture of the family and present all the different members of it.

For example, if they are presenting the Simpsons family they will have to look for a picture of them and explain:

- Maggie, Bart and Lisa are siblings.
- Bart is Lisa's brother.
- Marge is Maggie's mum.
- Abe is Homer's father.
- Abe is Bart's grandparent.
- Maggie is Abe's grandchild
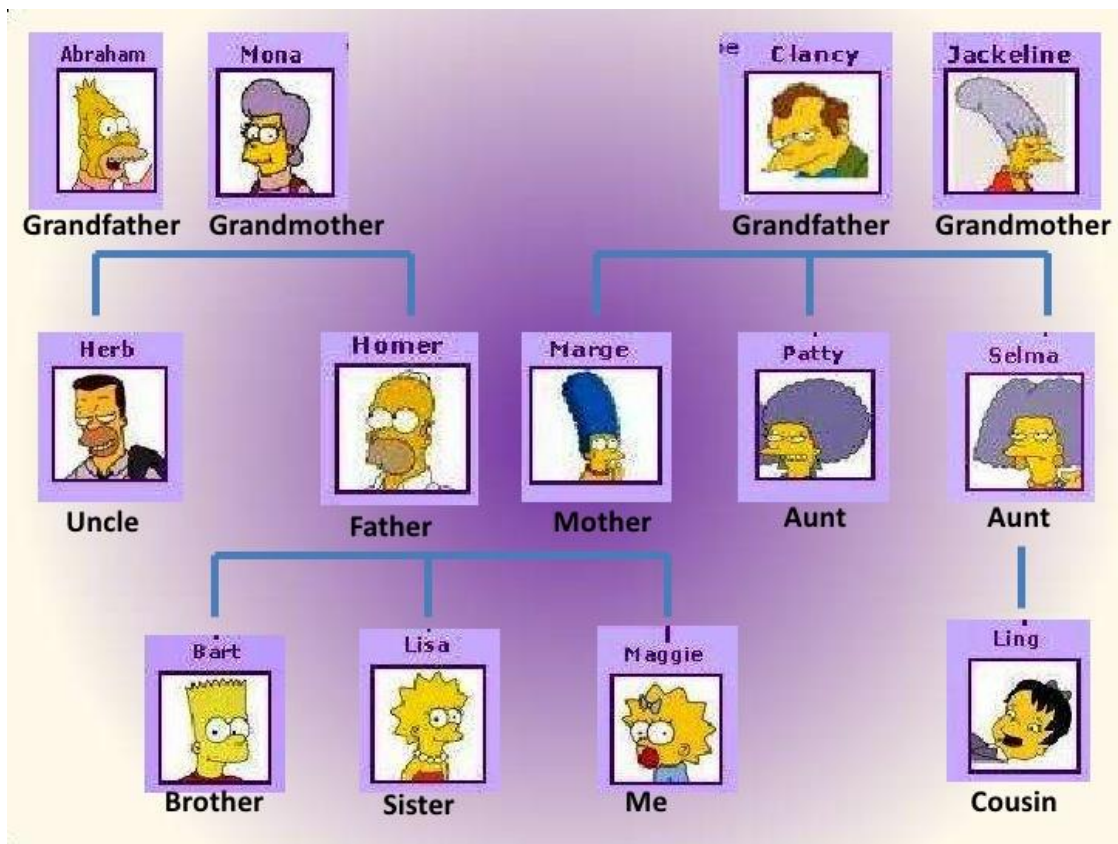
SESSION 7

ARTS AND CRAFTS SESSION

In this session we will let the students create their own genealogical tree. For that, they will design the stencil of the genealogical tree they want to use in Google Presentation, and send it to the printer.

Once they have printed them, they will be able to glue the different pictures they have brought from home of all of their family members and decorate the tree as they want to.

ENGLISH SESSION

We will leave this session for them to, if they have to, finish their genealogical tree, and create the description of their tree in a paper. The will write the information they are going to be presenting to the class and the teacher will be looking around each of them to collect them and evaluate it.

In both sessions, we will use the help of the families, who will be invited to come over and participate with their children creating the tree.

SESSION 8

In this session, all the students will present their own tree. They will be able to use the information they have written in the past session.

Once they are finishes, they will be receiving *Two stars and a wish* from their classmates and they will also be asked some questions about *who some of their family members are*.

The families will also be able to join us in this session to see how their children present their genealogic tree and, if they want to, tell some stories about their families.

SESSION 9

As a round-up of the whole unit, we will ask the students to create their own family. It can be a family of aliens, animals or an invented character.

The first part of the session, they will create in a carboard a family picture using the collage technique. They can include pictures that they bring from home, drawings, pieces of magazines… whatever they want to.

On the second part of the session we will divide the students into pairs and ask them to explain the other one their family picture they have created. The student that is listening to the explanation will have to take notes because, after that, they will present the family that the other member of the pair created to the rest of the class.

Once we have all created the family and explained to the others, we will give the teacher the notes they have taken and the collage they made.

SESSION 10

Now that all our family tree is completed, we need to send James back the information about the family member we think it was helping our suspect to commit the robbery.

The first part of the session, we will review all the different family members and the relation between each other we have learnt while we see them in the genealogical tree.

After that we will check that James has sent us back another letter with more information, they have discovered during the last few weeks. We will read it and analyze if some of the information given helps us to discover who was helping our suspect.

Hello detectives:

Hope everything is going great and you know everything you need to know about the family members.

Here we send you some information we have discovered from the person who helped our suspect commit the robbery. Hope it works out for you.

Talking with some of the workers of the cinema, where our suspect work, they told us that he worked with a boy that had more or less the same age as him. We asked about their siblings and they told us that all of them lived quite far away from here and they have never come back since they left because they are always working.

Hope this information gives you some clues about who is he working with.

Thanks for the help.

James Smith

With this information and taking a look to the genealogical tree, we can see that the only family member that can be helping him with the same age as him, is his cousin.

We write it down and send the picture and the information back to James and wait until he tells us what the next step of our case is.

DIVERSITY ATTENTION MEASURES

As we explained, out deaf student only needs access adaptations to get to the content in an easy way.

That is why, in this unit, we will be supporting all our explanations using the *Bimodal* and the FM for him to understand everything better. Also, in the sessions in which we will be presenting the content, we will count with the speech therapist inside our class to make sure he is understanding everything good.

Also, we include while presenting the different vocabulary visual support, flashcards with the family members and the genealogic tree that will be in the class during the whole unit for him to consult them anytime he needs.

During the group activities, we will make sure he is in the front row and, while doing the autonomous activities with the group we will make sure he is collaborating and the rest of the group id helping him follow the different steps required to develop the activity planed

OTHER ELEMENTS THAT CAN BE EXPLICIT

JOLLY PHONIC

Every Wednesday, we will introduce a different phoneme using the Jolly Phonics methodology.

These unit sounds are:

- Fist week: /ue/
- Third week: of, are.

We will follow the structure added in the ***Annex 13: Jolly Phonics.***

ACTIVITIES WITH THE FAMILIES

In this unit, we will use the help of the families in the creation of the genealogical tree. We will ask the families to come over and help our students create their genealogical tree, helping them work with the ICT tools and creating the stencil for it.

Before coming in, each of them will present their selves saying their name and who they are:

- I am Sara. I am Julieta's mum.

We will also give them the opportunity to come to the presentation of the trees, the next day to see the way their kids present their family.

ICT DEVELOPMENT

In this unit, we have incorporated the Google apps, in this case the google presentations. The students will use them to create the stencil of the genealogical tree. With this app, the students will be able to create presentation, similar to the PowerPoint ones, but being able to invite friends to do them cooperatively.

Also, during the session, we will have the participation of the parents who are going to be learning (If they don't know yet) how to use it at the same time their kids do. This will make them not only learn something new together, but also being able to help their kids in a future when they need to prepare these types of activities at home.

Apart from a working tool, we will provide the students another website in which they can practice all the vocabulary we have introduced

VALUES' EDUCATION

In this unit, what we want to teach to the kids is that there are a lot of different kinds of families and all of them are as good as the other ones. We have to respect all the diverse types of families.

That is why we introduce the structure of the family tree, to make them able to create their own one and present it to the rest of the class.

This will be the example of all the different kind of families we can find: maybe, in our class, there is a family with to mums or dads, maybe some of them live with their grandparents, etc.

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on March 18th and finish on April 9th (2nd Term).

RATIONAL OF THE DIDACTIC UNIT THEME

Now we have discovered who helped our suspect committing the robbery, thanks to the creation of the genealogical tree of his family, we need to get the picture of him. The police inspector asked again to the witness we had and, thanks to the description that he gave, so we can create a robot sketch of the thief out of it.

To be able to recognize the description we need to learn the vocabulary related with the adjectives and the way to describe the main characteristics of a person. In this unit, we will also work with the grammar structure *He/she is, he/she has* to be able to describe a person; and the question *What does he/she looks like?* To be able to ask about the description of a person.

Describing, not only people but also objects, is a thing that the student will need to do in their everyday live. That is why we think it is important for them to reinforce that topic.

Once we have created a robot sketch we will send them back to the police inspector, and he will send us some of the pictures of the possible suspect, asking us to create an identification parade to pick up the ones that match the description given by the suspect.

Once we have it done, we will send it back to the police inspector and wait until he tells us what the next step of our case is going to be.

Objetivos		1. Comprensión de textos breves, procedentes de diferentes formatos, relacionados con la descripción de las personas. (CLC) 2. Utilizar expresiones de uso cotidiano, dentro del aula, para comunicarse con los compañeros y profesores. (CLC, SCC) 3. Escritura dirigida de vocabulario, oraciones y textos sencillos relacionados con las cualidades de las personas y las diferentes partes del cuerpo. (CLC) 4. Describir a las personas de manera física, utilizando el vocabulario correspondiente y las expresiones he/she is, he/she has, y los adjetivos descriptivos. 5. Responder a la pregunta ¿Cómo es? utilizando una correcta estructura y vocabulario. 6. Identificar las principales características de una persona y plasmarlas en un dibujo. 7. Reconocer y trabajar con el grupo de fonemas presentados: er, ar. (CLC)
Contenidos	Conceptos	• Adjetivos descriptivos. • Descripción de personas: verbo to be. • Expresión de posesión: I have / he has / she has. • Wh- questions: what. *What does he/she look like?*
	Procedimientos	• Descripción de las personas y sus principales características físicas. • Realización de un retrato robot a partir de una descripción dada.
	Actitudes	• Actitud de respeto hacia las diferencias individuales de cada una de las personas. • Valoración personal de sus propias cualidades y de las de los demás.
Criterios de evaluación		• Comprende e identifica las ideas principales de textos y oraciones sencillas, relacionadas con las descripciones de las personas. • Utiliza expresiones de uso cotidiano, para comunicarse con sus compañeros y profesores dentro del aula. • Escribe, de manera dirigida vocabulario relacionado con la descripción de las personas; • Escribe oraciones sencillas, de manera dirigida, en las que describe las cualidades o características de una persona o de sí mismo. • Se describe a sí mismo utilizando las estructuras *he/she is, he/she has*, y los adjetivos descriptivos. • Describe a otras personas utilizando las estructuras *he/she is, he/she has*, y los adjetivos descriptivos. • Responde a la pregunta ¿cómo es?, relacionándola con la apariencia, utilizando una correcta estructura. • Identifica las principales características expresadas en una descripción y las plasma en un dibujo. • Reconoce y trabaja con el grupo de fonemas presentados: er, ar.

TARGET LEXIS

- Colors

- Parts of the face: eyes, nose, ears, mouth, cheek, chin.

- Extra features of the face: moll, scar, piercing, glasses.

- Big (adj)

- Small (adj)

- Long (adj)

- Short (adj)

- Young (adj)

- Old (adj)

METHODOLOGY

Unit	6	**Lesson**	1	**Group**	Year 2	**Time**	60'
Topic / Session Title	Introduction the family tree			**Class**	English		

Focus		
Skills	■ Listening ■ Speaking ☐ Reading ☐ Writing	
Systems	☐ Grammar ☐ Phonology ☐ Lexis ☐ Function ■ Discourse	
Competences	☐ Grammatical ■ Socio-linguistic ☐ Discourse ☐ Strategic	
Learning outcomes	Students will be able to: 1. Identify the main topic and ideas from the police inspectors' letter. 2. Identify the parts of the face presented in the song. 3. Locate the parts of the face in our own face and in the others face.	
Evaluation criteria	• Students understand and identify the main ideas of the letter sent by the police officer. • Students share information with their pair, using the correct vocabulary. • Students identify the parts of the body presented in the session.	
Previous knowledge	• Parts of the body (eyes, nose, ears, mouth, cheek, chin).	
Materials	• Letter from the police inspector. • Flashcards of the parts of the body.	

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping and spaces**
15'	Reading program	The student in charge of the book library, will open it and let the students pick up another reading book. The student that have already finish reading, will come to the front of the class, and show us the drawing of his favorite part of the book, and the final mark he gave to it.	We will all be seating in the assembly
2'	Introducing the English class	Inspectors' gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	All together in the assembly
40'	Warm up	We will all together go to see if we have a new letter in our mailbox from the police inspector. We will read it, and, in pairs, we will think what the is the topic we are going to be learning about in this unit.	All together in the assembly

		Once we all the pairs have decided which is the topic we are going to be learning about, we will put it in common and choose the right one to present it to the kids. We are also going to remember the parts of the face by using the song of sesame street *One Fine Face.* https://www.youtube.com/watch?v=6j-7oVHPeA4 We will first point at the different parts in our own face and, later we will identify them in the others face picking up a partner and pointing at the parts in their face.				
3'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk				Tiding up and going back to our seat

Unit	7	Lesson	2	Group	Year 2	Time	45'
Topic / Session Title		Phonics		Class		English	

Focus	
Skills	■ Listening ■ Speaking ■ Reading ■ Writing
Systems	☐ Grammar ■ Phonology ☐ Lexis ☐ Function ☐ Discourse
Competences	☐ Grammatical ☐ Socio-linguistic ■ Discourse ☐ Strategic
Learning outcomes	Students will be able to: 1. Produce the sound introduced in this unit: er. 2. Identify the sound in different words and write them.
Evaluation criteria	• Students identify the sound /er/ in different words. • Students produce the sound in an isolated way and inside words. • Students write words in which the sound /er/ is included.
Previous knowledge	The other sounds we are going to review in the speed sounds presentation.
Materials	• The speed sounds Power point. • Song for the sound introduced today. • Phonics notebook. • Questions sticks.

Procedures			
Timing	Stage	Activities (T / S role)	Grouping and spaces
10'	Morning questions	We will choose a student to do the morning questions and, using que curious sticks he or she will pull out some questions and ask them to the other students of the class.	In the assembly
2'	Introducing the English class	Inspectors' gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	While they go back to their seats and get the phonics notebook.

4'	Speed sound	Power point presentation with the different sounds we have already learnt.	
17'	Introducing new sound	At the end of the presentation we will introduce the new sound /er/	Individually in their seats.
	Say sound	Sing the song of the sound, provided by the Jolly Phonics Method. https://www.youtube.com/watch?v=TTqgZo1pwKY We will say the sound to the air, to the floor, to the teacher, to your pair, to the window…	
	Read the sound	We will read the sound to the air, to the floor, to the teacher, to your pair, to the window…	
	Read the sound in words	We will present the kids some words to read with that sound.	
	Write the sound	We will write the sound, with our finger, in the air, in the table, in our partners back…	
10'	Write the sound in words	We will write the sound in words in our notebook, writing the word and a drawing of it. We will also propose the idea of writing a small sentence with one of the words.	
2'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	7	Lesson	3	Group	Year 2	Time	60'
Topic / Session Title	Descriptive adjectives			**Class**	English		

Focus							
Skills	■ Listening ■ Speaking □ Reading □ Writing						
Systems	■ Grammar □ Phonology ■ Lexis □ Function □ Discourse						
Competences	■ Grammatical □ Socio-linguistic □ Discourse □ Strategic						
Learning outcomes	Students will be able to: 1. Identify the different adjectives presented in the session (big-small, young-old, long-short) 2. Describe objects using the adjectives and the structure *it is…* 3. Compare different objects using the adjectives provided (big-small, young-old, long-short)						
Evaluation criteria	Students: - Identify the different adjectives presented in the session (big-small, young-old, long-short) - Describe objects using the adjectives and the structure *it is…* - Compare different objects using the adjectives provided (big-small, young-old, long-short)						
Previous knowledge	- Left and right - Boy and girl						
Materials	- Adjectives flashcards. - Real objects with different characteristics.						

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping and spaces**
10'	Morning questions	We will choose a student to do the morning questions and, using que curious sticks he or she will pull out some questions and ask them to the other students of the class.	All together in the assembly
2'	Introducing the English class	Inspectors' gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	All together in the assembly
30'	Presentation of the adjectives	The teacher will present the different adjectives pairing them with the opposite ones: - Big – small - Short – tall - Young – old - Left – right - Boy and girl We sign the song of the opposites. - The first time we sing it we will show the flashcards and put them in the case corner. - The second time we sing it we will link a sign to each adjective. - The third time we sing it we will do the signs and repeat the adjectives. - The last time will sing the song and do the signs by themselves.	All together in the assembly
15'	Practice activity Choosing the correct object	The teacher will put a lot of object and pictures in the assembly and will call out some kids to ask them to bring her objects with certain qualities. - Bring me the small apple. - Bring me the long snake. - Bring me the old boy. - Bring me the girl doll. Every time they give and object to the teacher, they will have to answer the question How is the (name of the object)? whit the correct adjective that describe the object - How is the apple? - It is small	All together in the assembly
3'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	7	Lesson	4	Group	Year 2	Time	60'
Topic / Session Title	Practicing and consolidating the adjectives			**Class**		English	

	Focus		
Skills	☐ Listening ■ Speaking ■ Reading ☐ Writing		
Systems	■ Grammar ☐ Phonology ■ Lexis ☐ Function ☐ Discourse		
Competences	■ Grammatical ■ Socio-linguistic ☐ Discourse ☐ Strategic		
Learning outcomes	Students will be able to: 1. Identify the different opposite adjectives and linked them with the objects. 2. Describe the object using the adjectives learnt. 3. Linked the sign with the adjective that is describing.		
Evaluation criteria	Students: - Identify the different opposite adjectives and linked them with the objects. - Describe the object using the adjectives learnt. - Linked the sign with the adjective that is describing.		
Previous knowledge	Opposite adjectives		
Materials	- Flashcards with the name of the adjectives. - Pairing up cards		

	Procedures		

Timing	Stage	Activities (T / S role)	Grouping and spaces
2'	Introducing the English class	Inspectors' gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	All together in the assembly
25'	Practice activity Four corners	The students will be located in the center of the hall. In each corner, we will have stuck a card with the words of the different opposite adjectives. We will shout out words of animals, objects, or people that have some of the characteristics of the opposite adjectives described - Elephant (big) - Mouse (small) - Baby (young) - Road (long) Every time we say a word the students will have to run to the corner in which the word of the adjective is written and raise their hand. The teacher will pick a student and the student and ask him the question *How is the elephant?* and the student will have to answer *the elephant is big.*	All together in the hall
20'	Consolidation activity Pairing up	We will give each student a card. In one car there is going to be written the name of the adjective, so the students will have to represent it using the sign we have designed for it in the first session; and, in the other card is going to be an object that with some of the characteristics described by the adjectives. The students will have to find each other and, when the have already done it, the will tell the teacher which object they are and describe themselves with the adjective.	All together in the hall

		Example: *We are a big elephant*	
10'	Review of the case	Before the end of the class we will all sit in front of the case wall and we will review all the different vocabulary and grammar we have learnt during this unit, as well as the task James has asked us to do during this stage of the case	All together in the assembly
3'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	7	**Lesson**	5	**Group**	Year 2	**Time**	60'
Topic / Session Title	Presenting the adjectives linked with the parts of the face			**Class**		English	

Focus

Skills	■ Listening ■ Speaking ☐ Reading ☐ Writing
Systems	■ Grammar ☐ Phonology ☐ Lexis ☐ Function ☐ Discourse
Competences	■ Grammatical ☐ Socio-linguistic ☐ Discourse ☐ Strategic
Learning outcomes	Students will be able to: 1. Identify the different adjectives linked with the parts of the face (features of the face). 2. Relate to the features of the face that correspond with their own face description.
Evaluation criteria	Students - Identify the different adjectives linked with the parts of the face (features of the face). - Relate to the features of the face that correspond with their own face description.
Previous knowledge	- Extra features of the face: moll, scar, glasses, piercings. - Parts of the face. - Colors.
Materials	- Flashcards with the adjectives linked with the parts of the face. - Flashcards with the extra features of the face. - Flashcard of the colors.

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
15'	Reading program	The student in charge of the book library, will open it and let the students pick up another reading book. The student that have already finish reading, will come to the front of the class, and show us the drawing of his favorite part of the book, and the final mark he gave to it.	We will all be seating in the assembly
2'	Introducing the English class	Inspectors' gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	All together in the assembly
30'	Presenting the adjectives	First, we will review the different parts of the face we had with the Sesame street song *One Fine Face*, that we presented in the first session pointing the parts in our face.	All together in the assembly

		Then we are going to remember the adjectives with the flashcards and the signs that we have decided to put in each of them. Then we will mix all together and present the flashcards with the parts of the face and the adjectives we presented in the first sessions. This way, now we are able to describe a full face. We will also introduce and remember the colors, that we are going to be using for describing some parts of the face like the eyes or the hair; and the flashcards with the extra features of the face.	
10'	Practice activity Stand up game	The teacher will ask the students who have certain qualities to stand up. The student will have to stand up when they hear the quality they have. For example: - Teacher: who has blonde hair? - Students with blonde hair stand up and say: I have blond hair.	All together in the assembly
3'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	7	Lesson	6	Group	Year 2	Time	60'
Topic / Session Title	Practice the descriptions of the face			Class		English	
Focus							
Skills	☐ Listening ■ Speaking ☐ Reading ■ Writing						
Systems	■ Grammar ☐ Phonology ■ Lexis ☐ Function ☐ Discourse						
Competences	■ Grammatical ■ Socio-linguistic ☐ Discourse ☐ Strategic						
Learning outcomes	Students will be able to: 1. Describe the main features of a partners' face. 2. Write a description of an invented character.						
Evaluation criteria	Students: - Describe the main features of a partners' face using the structure he/she is, he/she has. - Describe the main features of a partners' face using the description vocabulary. - Write a description of an invented character using the structure he/she is, he/she has. - Write a description of an invented character using description vocabulary.						
Previous knowledge	- Extra features of the face: moll, scar, glasses, piercings. - Parts of the face. - Colors.						
Materials	Creation of a character (transparent cards).						
Procedures							
Timing	Stage		Activities (T / S role)			Grouping	
10'	Morning questions		We will choose a student to do the morning questions and, using que curious sticks he or she			All together in the assembly	

		will pull out some questions and ask them to the other students of the class.	
2'	Introducing the English class	Inspectors gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	All together in the assembly
15'	Practice activity Describing a friend	We will divide the class in pairs, and we will orally describe each other using the adjectives and the grammar structure learnt in this unit. Once we have practiced, we will come to the front of the class and describe our partner to the class.	In pairs, in their seats
30'	Consolidation activity Creation of the character	For this activity, we will be giving out some transparent cards for the kids to create their own character. Once the have created it, they will have to write a simple description of the character they have created and, at draw a picture of it	Individually, in their seats
5'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	7	Lesson	7	Group	Year 2	Time	60'
Topic / Session Title		ICT Tools		**Class**		English	

Focus	
Skills	☐ Listening ☐ Speaking ■ Reading ☐ Writing
Systems	☐ Grammar ☐ Phonology ☐ Lexis ■ Function ☐ Discourse
Competences	■ Grammatical ☐ Socio-linguistic ☐ Discourse ☐ Strategic
Learning outcomes	Students will be able to: 1. Read the descriptions and obtain the features of the face they are describing. 2. Choosing the correct feature in the app, according to the description read.
Evaluation criteria	Students: - Understand the description read in the text. - Extract the main face features of each description. - Capture the features described in the text in the character created by FlashFace.
Previous knowledge	- Extra features of the face: moll, scar, glasses, piercings. - Parts of the face. - Colors.
Materials	- Worksheet with the descriptions. - Tablets. - FlashFace app.

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping and spaces**
10'	Morning questions	- We will choose a student to do the morning questions and, using que curious sticks he or she will pull out some questions and ask them to the other students of the class.	All together in the assembly

2'	Introducing the English class	Inspectors gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	All together in the assembly
45'	ICT activity FlashFace	Each of the students will have a worksheet in which they are going to have different descriptions of characters. With the app FlashFace they will create the characters described in the different text of the worksheet. When a student finishes creating the characters, they will bring the tablet to the teacher and she will print out all the characters created by him. When all the members have their characters created, the other member of the group, together, will try to match all the descriptions with the different characters.	In their seats First part of the activity individually and the second part in group.
2'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	7	Lesson	8	Group	Year 2	Time	60'
Topic / Session Title	Creating a self portrait			**Class**	English		

Focus	
Skills	■ Listening ☐ Speaking ☐ Reading ■ Writing
Systems	☐ Grammar ☐ Phonology ☐ Lexis ■ Function ☐ Discourse
Competences	■ Grammatical ☐ Socio-linguistic ☐ Discourse ☐ Strategic
Learning outcomes	Students will be able to: 1. Create their own self portrait capturing their main face features. 2. Describe their own self portrait using the vocabulary and the grammar structure I am, I have.
Evaluation criteria	Students: - Create their own self portrait capturing their main face features. - Describe their own self portrait using the vocabulary and the grammar structure I am, I have.
Previous knowledge	- Extra features of the face: moll, scar, glasses, piercings. - Parts of the face. - Colors.
Materials	- Materials to paint: acrylic paint, watercolors, pens, markers… - Mirror. - Carboard.
Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
45'	Art class The self-portrait	In the art class we will explain what a self portrait is and show them different examples of famous self portraits made by famous painters. We will also explain them the technique that we are going to be using for creation our own self	Individually

		portrait: the reflection in the mirror; and see how this technique has changed nowadays by the use of photographs. The will star creating their self-portrait with the different painting materials.	
15'	Reading program	The student in charge of the book library, will open it and let the students pick up another reading book. The student that have already finish reading, will come to the front of the class, and show us the drawing of his favorite part of the book, and the final mark he gave to it.	We will all be seating in the assembly
2'	Introducing the English class	Inspectors gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	All together in the assembly
40'	Consolidation activity Self portrait	They will continue creating the self-portrait the started in the art session and, once they have finished, they will start writing their description of the portrait.	Individually
3'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	6	Lesson	9	Group	Year 2	Time	45'
Topic / Session Title		Phonics		Class		English	

Focus		
Skills	■ Listening ■ Speaking ■ Reading ■ Writing	
Systems	☐ Grammar ■ Phonology ☐ Lexis ☐ Function ☐ Discourse	
Competences	☐ Grammatical ☐ Socio-linguistic ■ Discourse ☐ Strategic	

Learning outcomes	Students will be able to:
	  3. Produce the sound introduced in this unit: ar.
	  4. Identify the sound in different words and write them.	

Evaluation criteria	• Students identify the sound /ar/ in different words. • Students produce the sound in an isolated way and inside words. • Students write words in which the sound /ar/ is included.	
Previous knowledge	The other sounds we are going to review in the speed sounds presentation.	
Materials	• The speed sounds Power point. • Song for the sound introduced today. • Phonics notebook. • Questions sticks.	**Spaces** In the tables
Procedures		
Timing	Stage	Activities (T / S role)	Grouping
10'	Morning questions	We will choose a student to do the morning questions and, using que curious sticks he or she	In the assembly

		will pull out some questions and ask them to the other students of the class.	
2'	Introducing the English class	Inspectors gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	While they go back to their seats and get the phonics notebook.
4'	Speed sound	Power point presentation with the different sounds we have already learnt.	On their seats.
17'	Introducing new sound	At the end of the presentation we will introduce the new sound /ar/	
	Say sound	Sing the song of the sound, provided by the Jolly Phonics Method. https://www.youtube.com/watch?v=cbVrWvR9TWY We will say the sound to the air, to the floor, to the teacher, to your pair, to the window…	
	Read the sound	We will read the sound to the air, to the floor, to the teacher, to your pair, to the window…	
	Read the sound in words	We will present the kids some words to read with that sound.	
	Write the sound	We will write the sound, with our finger, in the air, in the table, in our partners back…	
10'	Write the sound in words	We will write the sound in words in our notebook, writing the word and a drawing of it. We will also propose the idea of writing a small sentence with one of the words.	
2'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	6	Lesson	10	Group	Year 2	Time	60'
Topic / Session Title	Consolidation activities			Class	English		
Focus							
Skills	☐ Listening ■ Speaking ☐ Reading ☐ Writing						
Systems	■ Grammar ☐ Phonology ■ Lexis ☐ Function ☐ Discourse						
Competences	☐ Grammatical ■ Socio-linguistic ☐ Discourse ■ Strategic						
Learning outcomes	Students will be able to: 1. The student uses the vocabulary and grammar structure presented in the unit to describe the different characters. 2. The student understands when the partners describe the character, being able to follow the different games.						
Evaluation criteria	Students - Use the vocabulary and grammar structure presented in the unit to describe the different characters. - Understands when the partners describe the character, being able to follow the different games.						
Previous knowledge	Vocabulary and grammar presented in this unit.						

Materials	- Memory game.
	- Who is who game.

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping and spaces**
10'	Morning questions	We will choose a student to do the morning questions and, using que curious sticks he or she will pull out some questions and ask them to the other students of the class.	All together in the assembly
2'	Introducing the English class	Inspectors gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	All together in the assembly
35' minutes (rotation activities)	Consolidation activity Who is who	The students will play, in pairs the game who is who, using the vocabulary and grammar structure presented in the unit.	In pairs, in their seats
	Consolidation activity Memory	We will prepare a memory with all the features of the face, and, in groups they will play using th vocabulary and the grammar structures presented in the unit	In groups, in their tables
10'	Review of the case	Before the end of the class we will all sit in front of the case wall and we will review all the different vocabulary and grammar we have learnt during this unit, as well as the task James has asked us to do during this stage of the case	All together in the assembly
3'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

Unit	7	**Lesson**	12	**Group**	Year 2	**Time**	60'
Topic / Session Title	Doing the sketch portrait of our suspect			**Class**		English	

Focus	
Skills	■ Listening □ Speaking □ Reading □ Writing
Systems	□ Grammar □ Phonology ■ Lexis □ Function □ Discourse
Competences	□ Grammatical □ Socio-linguistic ■ Discourse □ Strategic
Learning outcomes	Students will be able to: 1. Identify in the audio the different parts of the face of our suspect and their features. 2. Reflect the different parts of the face and the features in a sketch drawing of our suspect.
Evaluation criteria	- Students identify the main features said in the audio. - Students reflect the features listened in the audio in the sketch drawing.
Previous knowledge	• Parts of the face. • Descriptive adjectives (big-small, young-old, long-short). • Colors. • Extra features: scar, moll, piercing, glasses.
Materials	• Audio of James describing the suspect. • Drawing.

Procedures			
Timing	**Stage**	**Activities (T / S role)**	**Grouping**
15'	Reading program	The student in charge of the book library, will open it and let the students pick up another reading book. The student that have already finish reading, will come to the front of the class, and show us the drawing of his favorite part of the book, and the final mark he gave to it.	We will all be seating in the assembly
2'	Introducing the English class	Inspectors gadget song https://www.youtube.com/watch?v=rIc13VjeAw8	While they go back to their seats and get the phonics notebook.
10'	Review of the content learnt	We will look at the boar in which we have put the flashcards of the different features, parts of the body, and adjectives we have learnt during the unit and we will review them representing the movements assigned to them in the presentation sessions.	All together in the assembly
20'	Close of the unit	We will listen to James audio several times and, each of them will draw a sketch portrait of the suspect, including in them the features that James said in the audio.	In our tables, individually.
11'		Once we have all finished our drawing, we will put in common the different parts and features that James mention in the audio showing our drawing to the rest of the class. The teacher will collect and evaluate the drawing.	All together in the assembly.
2'	Close of the session (tiding up)	Sherlock Holmes' theme https://www.youtube.com/watch?v=sfrN12pI3jk	Tiding up and going back to our seat

DIVERSITY ATTENTION MEASURES

As we explained, out deaf student only needs access adaptations to get to the content in an easy way.

That is why, in this unit, we will be supporting all our explanations using the *Bimodal* and the FM for him to understand everything better. Also, in the sessions in which we will be presenting the content, we will count with the speech therapist inside our class to make sure he is understanding everything good.

Also, we include while presenting the different vocabulary visual support, flashcards that represent all the adjectives with drawings, signs for describing the adjectives, realia, etc. that will be in the class during the whole unit for him to consult them anytime he needs.

During the group activities, we will make sure he is in the front row and, while doing the autonomous activities with the group we will make sure he is collaborating and the rest of the group id helping him follow the different steps required to develop the activity planed

We will make sure that the def student is included in the group of 5 students, so they can integrate and help him better.

For the pairs activities, the student who is working with the deaf student will use the FM, to help him clear out the sound while the rest of the groups are talking.

OTHER ELEMENTS THAT CAN BE EXPLICIT

ACTIVITIES WITH THE FAMILIES AND COMPLEMENTARY ACTIVITIES

In this unit we do not have any activities in which we bring the families to work with us, but we do have a complementary activity.

In the session 11, the students will go out to visit a police station. In there, they are going to show them all the different parts of it, including the room in which they do the Identification parade.

They will also be explaining them how they do it, for them to understand better the task asked by James

When we come back to class from the visit, we will put the main ideas that we got from the identification parade in post ticks in our case corner, to take them into account when we are reading and analyzing James' letter to solve this part of the case.

VALUES' EDUCATION

In this unit we want to teach the students not only the way they have to describe their face, but also that all our faces are different and beautiful in every way.

No matter the features we have, of the difference we have between each other, we need to respect everyone no matter which features they have.

That is why we promote the presentation of the different characters in class, in front of everyone, to make them conscious about the difference and, also, to teach them to respect and appreciate them.

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on April 23rd and finish on May 17th (3rd Term).

RATIONAL OF THE DIDACTIC UNIT

We have finally discovered who the thief was and who he worked with. Now with both of them in prison is time for us to return the flag back home.

The police inspector sent us a letter asking us for the last mission, returning the flag back home. For that, we will need to investigate where is the USA and which transports are the ones we can take to be able to arrive to the USA and return the flag to their president.

In this unit, the students will learn the different transports and some of their main characteristics (if they go in the water, land or air) using some of the structures learnt before in the different units.

Also, we will include the structure *I'm going by*, for them to describe the transport they are using; and, at the end for the unit, for the transport we will be using to get to the USA in the fastest way.

Transports are a very common thing around our students. They probably have taken lots of different ones during their lives and that is why it is important for them the difference between each of them, and which ones can we use depending on the type of trip we are going to do. That is why we think it is important for them to learn about this topic.

Once we have learnt all the information required for the different transports, we will send the police inspector the propose with the one we think is better and wait until he sends us the tickets back for us to go there.

Objetivos		1. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) 2. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados os transportes y sus principales características. (CLC, SCC) 3. Escritura dirigida de vocabulario y oraciones sencillas relacionadas con los medios de transporte y sus principales características. (CLC) 4. Conocer y utilizar vocabulario básico relacionado los transportes y sus principales características. (CLC) 5. Identificar el lugar por el que viajan distintos medios de trasporte y sus principales características. (CLC, APIC) 6. Utilizar la expresión *I'm going by…* para describir el medio de transporte con el que se desplaza. (CLC) 7. Justificar las razones por las cuales elije un medio de transporte frente a otro (CLC, APIC) 8. Reconocer y trabajar con las tricky words presentadas: all. (CLC)

Contenidos	Conceptos	• Transportations
		    o On land: car, bus, bicycle, motorbike.
		    o On water: canoe, boat, jet bike.
		    o In the air: airplane, hot air balloon, rocket
		 • I'm going by… because it is…

	Procedimientos	• Transportations
		    o On land: car, bus, bicycle, motorbike.
		    o On water: canoe, boat, jet bike.
		    o In the air: airplane, hot air balloon, rocket
		 • I'm going by… because it is…

	Actitudes	• Adecuada utilización de los distintos medios de trasporte.
Criterios de evaluación		• Utiliza expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) • Lee y comprende palabras, oraciones y textos muy simples relacionados os transportes y sus principales características. • Escribe, de manera dirigida, vocabulario relacionadas con los medios de transporte. • Escribe, de manera dirigida, oraciones sencillas describiendo las principales características de los medios de transporte. • Conoce y utiliza el vocabulario básico relacionado los transportes y sus principales características. • Identifica el lugar por el que viajan distintos medios de trasporte y sus principales características. • Utiliza la expresión *I'm going by…* para describir el medio de transporte con el que se desplaza. • Justifica las razones por las cuales elije un medio de transporte frente a otro. • Reconoce y trabaja con las tricky words presentadas: all.

TARGET LEXIS AND LEARNING OUTCOMES

TARGET LEXIS

- On land
- On water
- In the air
- Car (n)
- Bus (n)
- Bicycle (n)
- Motorbike (n)
- Canoe (n)
- Boat (n)
- Jet bike (n)
- Airplane (n)
- Hot air balloon (n)
- Rocket (n)
- Fast (adj) (Previous knowledge)
- Slow (adj) (Previous knowledge)
- Big (adj) (Previous knowledge)
- Small (adj) (Previous knowledge)
- Comfortable (adj) (Previous knowledge)
- Uncomfortable (adj) (Previous knowledge)

LEARNING OUTCOMES

1. Students will be able to classify the different transports depending on the way of transportation it uses.
2. Students will be able to describe the main transports presented in the unit.
3. Students will be able to choose from different ways of transports according to different criteria.

SESSION 1

We will open our mailbox and see if there are any letters from James. When we open it, we see there is one, so we go back to the assembly and read it.

All together we will analyze and see the topic of the unit we will be presenting this month and start with a warm-up.

In this warm up we will debate about which transports do we normally use, as a way of not only introducing the topic but also to obtain the previous knowledge of the students and start working from there.

Also, we will present our mural in which we will see three different sections: land, air and water. This mural is going to be the one in which we will be adding the different transports we are going to be learning about.

SESSION 2

We are going to present the first set of transports, the ones that go on land. These transports are going to be car, bike, motorbike and bus.

In the assembly we will bring our poster with the different sections back and, using toys of the different transports and flashcards we will present the different vocabulary.

We will put the transports in the correct space, in this case land, and describe each of them a little bit.

- The bus goes on land and it is big, slow, and uncomfortable.

The students can have different opinions about each type of transport, so we will let them express them all.

SESSION 3

We are going to introduce the second set of transports', the ones that go in the air.

In the assembly we will bring our poster with the different sections back and, using toys of the different transports and flashcards we will present the different vocabulary.

We will put the transports in the correct space, in this case air, and describe each of them a little bit.

- The plain goes on in the air and it is big, fast, and comfortable.

The students will give different options on the transports, so we will listen to them all.

SESSION 4

To practice the ways of transportation we have learnt so far, we will create a domino with all of them.

Each group will create their own game including not only the names of the transports, but some of their main characteristics (if they go by land, air or water; if they are comfortable, etc.).

Once they have finishes creating the domino, all the groups will change the game between each other; having each of the groups a game created by another group of classmates.

Then they will play the game and, each time they put a piece they will have to day:

- I'm going by (name of the transport) because (a reason they would go somewhere in that transport).

SESSION 5

To consolidate all the ways of transportation that we have learn so far, we will do an imitation game.

We will divide the class in groups and, each of them will have to think about a transport to represent using mimic.

The rest of the class will have to guess it and to say the transport they think it is they will have to answer to the teacher question *how are they going by?*

The student will answer:

- He or she is going by car, for example.
- The group presenting it will say: *yes, we are going by car because it is comfortable and fast.*

SESSION 6

We are going to introduce the third set of transports, the ones that go on the water.

In the assembly we will bring our poster with the different sections back and, using toys of the different transports and flashcards we will present the different vocabulary.

We will put the transports in the correct space, in this case water, and describe each of them a little bit.

- The boat goes on the water and it is small, slow, and uncomfortable.

The students will give different options on the transports, so we will listen to them all.

SESSION 7

To practice all the transports, we will play the game air, land or water. We will go to the hall and create a line on the floor in which the students will have to stand.

The teacher will shout out different transports and the students will have to move to the medium they think that transport goes by. But we have to be careful, because the teacher can also shout out some objects, in which case we won't move from our place.

Once all the kids have moved to the medium, they think it is the correct one, one student will have to say:

- I'm going by (name of the transport) because (reasons why they choose that transport).

As a global consolidation we will make the students create, in groups a domino with different transports.

SESSION 8

Students will play, with the tablets the different games to review the transports vocabulary and grammar structure, introduced in this unit, from the website of the British council.

https://learnenglishkids.britishcouncil.org/es/category/topics/transport

the teacher will be walking around, asking the students some questions to check if they have understand the different vocabulary and use the grammar structure in a correct way.

SESSION 9

As a global round-up of all the vocabulary and the grammar structure learned in this unit, the students will create out of pieces of transports' magazines their own invented transport.

In pairs they will decide which characteristics of the transports they have learnt about they like the most and want to add to their new invent, and which transportations mediums (air, land or water) is it going to go on.

Right before the class finish, each pair will present their transport saying:

- I'm going by (name of the transport) because it is very fast and big. It can go on water and in the air.

At the end of the presentation, we will vote for the best new transport and, the winner, will receive extra points in Class Dojo.

SESSION 10

As the letter James sent us at the beginning of the unit said, the objective of this unit was to select the best way of transport to go to the USA in the fastest way possible.

We will read the letter again and review all the ways of transportation that we have learnt in this unit.

Once we have reviewed the ways of transportations, we will look back at the map we have from the first day in which we marked where Spain and the USA where; and, once we have all re information, all together, we will decide which one is the best transport for all of us to go to the USA.

When we have decided which one is the best, we will send the information back to James, who will send us the tickets to go.

DIVERSITY ATTENTION MEASURES

As we explained, out deaf student only needs access adaptations to get to the content in an easy way.

That is why, in this unit, we will be supporting all our explanations using the *Bimodal* and the FM for him to understand everything better. Also, in the sessions in which we will be presenting the content, we will count with the speech therapist inside our class to make sure he is understanding everything good.

Also, we include while presenting the different vocabulary visual support, flashcards with the different ways of transportation, toys as a way of realia to present the vocabulary, and the mural to locate each of the transports in their medium. All of these elements will be in the class during the whole unit for him to consult them anytime he needs.

During the group activities, we will make sure he is in the front row and, while doing the autonomous activities with the group we will make sure he is collaborating and the rest of the group id helping him follow the different steps required to develop the activity planed.

OTHER ELEMENTS THAT CAN BE EXPLICIT

JOLLY PHONICS

Every Wednesday, we will introduce a different phoneme using the Jolly Phonics methodology.

These unit tricky word is:

- All

We will follow the structure added in the *Annex 13: Jolly Phonics.*

COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

In this unit we don't have any extracurricular or complementary activity.

ICT DEVELOPMENT

In this unit we have used the ICT tools as a way of learning in a fun way.

We have provided the students resources to learn at the same time they are playing fun games in the tablet, showing them the we can also use the tablet to learn and not only as a way of entertainment.

GENERAL INFORMATION OF THE UNIT

SUBJECT

First foreign language (English).

YEAR

Primary Year 2.

TEMPORALIZATION

The unit will start on May 20th and finish on June 14th (3rd Term).

RATIONAL OF THE DIDACTIC UNIT

Now that all our case is done and we found out the best to get to the USA and brig the flag back, we are going to investigate more about their country and their traditions.

When we gave the flag back to their president, he invited us to stay a few weeks and enjoy the traditions and festivities of this country as a way to thank us for the amazing job we have done during this school year.

In this unit, the student will learn about the traditions and festivities of the USA, and the similarities and differences they have with our traditions. At the same time, we will incorporate the they do/ they don't and we do / we don't to be able to compare them with the ones we have in our country, Spain.

One of the main objectives of learning another language is being able to travel and communicate with other people from another countries, getting to know different cultures and enrich ourselves with new experiences that we won't be able to get in our own country.

Learning different cultures will makes us more respectful and open minded about differences and individualities, that is why we think it is important, while learning a language, also learn the culture and traditions of the people that speak that language.

Objetivos	1. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con las tradiciones y costumbres americanas. (CLC, SCC, ACE) 2. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) 3. Escritura dirigida de vocabulario relacionado con las tradiciones y costumbres; y oraciones sencillas describiendo las principales características de estas. (CLC, SCC, ACE) 4. Conocer y utilizar vocabulario básico relacionado con las tradiciones y costumbres americanas y sus principales características. (CLC, SCC, ACE) 5. Comparar las diferentes tradiciones y costumbres americanas con las españolas utilizando do y don't (CLC) 6. Describir las principales características de las tradiciones y costumbres americanas. (CLC, SCC, ACE) 7. Reconocer y trabajar con las tricky words presentadas: you, your, there, they. (CLC)	
Contenidos	Conceptos	• USA traditions and celebrations: 4th of July, New Year's, Christmas, Thanksgiving and Halloween. • USA habits: schedules, everyday routines. • Our traditions and habits. • Acciónes: do /don't.
	Procedimientos	• Descripción de las principales tradiciones americanas y sus características. • Descripción de los principales hábitos del día a día de una familia americana y sus características.
	Actitudes	• Actitud de respeto por las otras culturas y sus diferencias con la nuestra. • Curiosidad por conocer las costumbres y tradiciones de otro país, y sus diferencias y similitudes con las nuestras
Criterios de evaluación	• Lee y comprende palabras, oraciones y textos muy simples relacionados con las tradiciones y costumbres americanas. • Utiliza expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (• Escribe, de manera dirigida de vocabulario relacionado con las tradiciones y costumbres americanas • Escribe, de manera dirigida, oraciones sencillas describiendo las principales características de las tradiciones y costumbres americanas. • Conoce y utiliza vocabulario básico relacionado con las tradiciones y costumbres americanas y sus principales características. • Compara las diferentes tradiciones y costumbres americanas con las españolas utilizando do y don't. • Describir las principales características de las tradiciones y costumbres americanas. • Reconocer y trabajar con las tricky words presentadas: you, your, there, they.	

I started this project both scared for all the work that was going to involve and excited for the challenge that I was accepting.

This project has helped me review my English and discover how hard it is to do a project in a foreign language in which you have to use specific vocabulary. But this was also good, as I learnt a lot of new vocabulary related with education, that I am sure I will be able to use in a future. It has also helped me review all the different techniques and methods we have studied in university, some of them quite a few years ago, and remember some of them that I have forgotten and that for sure I would be using, hopefully, in my future class.

But the most important thing, it has reminded me how much I love teaching and working with my students and showed me how much I want to teach English in a future. I felt comfortable with the language and with the activities, even though I also have some moments of struggle; but all those moments made me want to try harder and harder to get to the end of it.

I think I have accomplished most of the objectives I had at the beginning of this project. I wanted to do a project with the biggest number of elements in English I could, I wanted to have fun doing it, and to create ideas I could use in a future in my class, and I think I made it.

The biggest challenge I found was creating activities that suit Primary students. I am used to work with the children in Early years, and one of my biggest fears was to create activities very easy for them. But I was very lucky because the English teachers of the school I was doing my internships in this year opened the door of their classes and let me see how to work with these kids of different ages and the kind of activities that suit them best, even though they weren't the class I was working with. That is why I wanted to say thank you, to them and to the teacher of the class I was working with for letting me go and see different things that helped me grow as a teacher.

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ANEXES

ANNEX 1: ACADEMIC CALENDAR

CONSEJERÍA DE EDUCACIÓN E INVESTIGACIÓN
Comunidad de Madrid

Calendario escolar 2018-19

Septiembre 2018

L	M	X	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Octubre 2018

L	M	X	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Noviembre 2018

L	M	X	J	V	S	D
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Diciembre 2018

L	M	X	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Enero 2019

L	M	X	J	V	S	D
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Febrero 2019

L	M	X	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Marzo 2019

L	M	X	J	V	S	D
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Abril 2019

L	M	X	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Mayo 2019

L	M	X	J	V	S	D
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Junio 2019

L	M	X	J	V	S	D
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Julio 2019

L	M	X	J	V	S	D
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

A efectos académicos:

- Inicio periodo lectivo
- Día lectivo
- Día lectivo E.Infant/Casas Niños
- Día no lectivo excepto junio en EEII
- Jornada INTENSIVA
- Día festivo/vacacional
- Otros días no lectivos
- Fiesta Madrid/Capital
- Último día lectivo
- Inicio de act. apoyo, refuerzo...
- Finalización evaluación final

ANNEX 2: ORGANIZATION CHART OF THE SCHOOL

Goberning bodies
- Unipersonals
  - Principal
  - Vice Principal
- Collegiate
  - Head Teacher
  - Suporting Teachers
  - Orientation deparment
  - Specialist
    - Therapeutic Pedagogy Teacher
    - Speech - Therapist
    - PE
    - Music
    - English

Administration and Sevice Staff
- Cantine Service
- Maintenance service
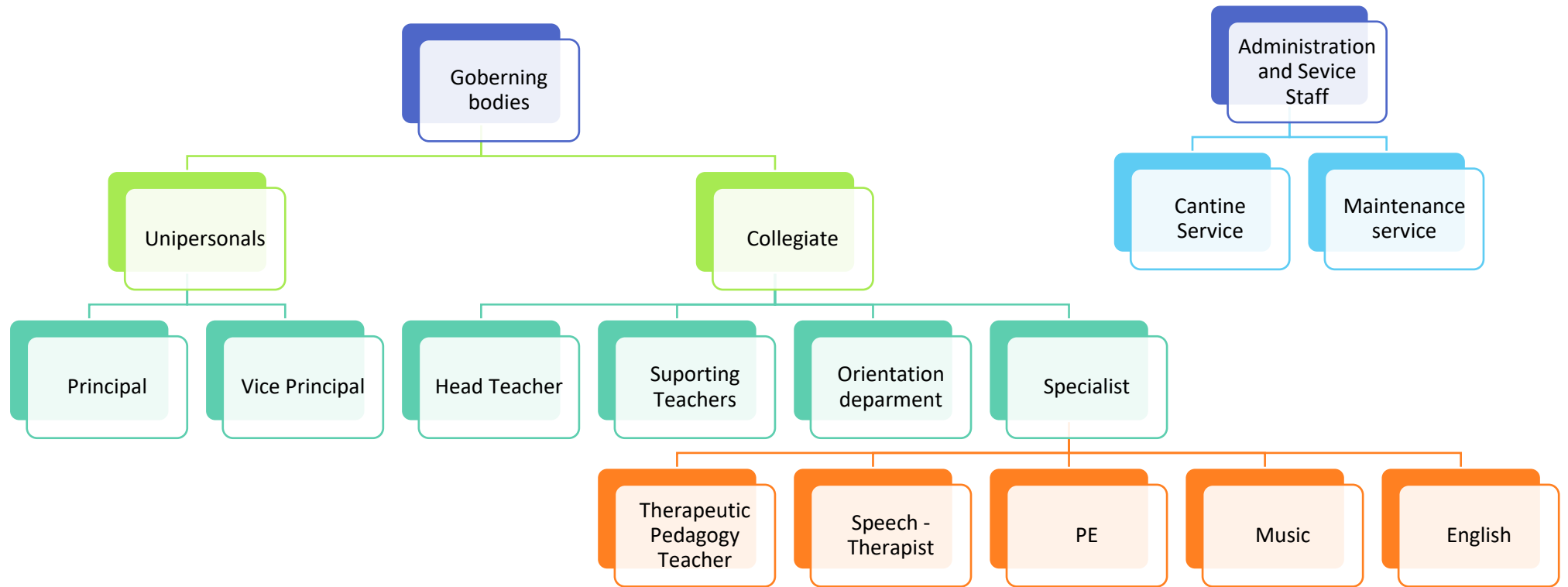
OBJETIVOS GENERALES DE ETAPA

A continuación, encontramos todos los objetivos generales de la etapa de Educación Primaria que se proponen el Decreto 89/2014 de la Comunidad de Madrid. En ellos, hemos resaltado poniéndolos en negrita, aquellos que están más relacionados con nuestra programación didáctica anual y que, por tanto, aparecen reflejados dentro de ella de una marera mas explícita.

En el Decreto 89/2014, se establece que la Educación Primaria contribuirá a desarrollar en los alumnos las capacidades que les permitan:

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

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

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

d) Conocer, comprender y respetar las diferencias culturales y personales, la igualdad de derechos y oportunidades para todas las personas y la no discriminación de personas con discapacidad.

e) Conocer y utilizar de manera apropiada la lengua castellana, valorando sus posibilidades comunicativas y desarrollar hábitos de lectura como instrumento esencial para el aprendizaje del resto de las áreas.

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) Iniciarse en la utilización de las tecnologías de la información y la comunicación, desarrollando un espíritu crítico ante 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, conocer y respetar el cuerpo humano, y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social.

l) Conocer y valorar los animales y plantas y adoptar modos de comportamiento que favorezcan su cuidado.

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

n) Fomentar la educación vial y el respeto a las normas para evitar accidentes de tráfico.

OBJETIVOS DIDÁCTICOS DEL ÁREA

Unidad	Objetivos
Unidad 1	1. Conocer y utilizar vocabulario básico relacionado con la expresión temporal. (CLC, MSTC) 2. Preguntar y responder por el día en el que nos encontramos, utilizando una correcta estructura. (CLC) 3. Utilizar e identificar los números ordinales en una enumeración. (MSTC) 4. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con la expresión temporal. (CLC) 5. Escritura dirigida de vocabulario y oraciones sencillas relacionadas con la expresión temporal. (CLC) 6. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC, SCC) 7. Reconocer y trabajar con el grupo de fonemas presentados: y, x. (CLC) 8. Reconocer y trabajar con las tricky words presentadas: I, the. (CLC)
Unidad 2	1. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) 2. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con los lugares y las descripciones de la ciudad. (CLC, SCC) 3. Escritura dirigida de vocabulario y oraciones sencillas relacionadas con los lugares de la ciudad. (CLC)

	4. Conocer y utilizar vocabulario básico relacionado con los lugares de la ciudad. (CLC)
5. Preguntar por dónde se encuentra un lugar de la ciudad y responder, utilizando una correcta estructura. (CLC, APIC)
6. Utilizar las preposiciones de lugar en la descripción de la ciudad. (CLC, MSTC)
7. Establecer los elementos que componen una ciudad utilizando there is/ there are. (CLC)
8. Reconocer y trabajar con el grupo de fonemas presentados: ch, sh (CLC)
9. Reconocer y trabajar con las tricky words presentadas: he, she. (CLC)
Unidad 3	1. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC)
2. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con las estaciones y sus principales características. (CLC, SCC)
3. Escritura dirigida de vocabulario y oraciones sencillas relacionadas con las distintas prendas de ropa dependiendo de la estación en la que nos encontremos. (CLC)
4. Conocer y utilizar vocabulario básico relacionado las distintas prendas de ropa. (CLC)
5. Preguntar por la ropa que está llevando y responder con el nombre de la prenda, utilizando un correcto vocabulario y estructura. (CLC, APIC)
6. Utilizar el presente continuo para describir la ropa que llevan puesta. (CLC)
7. Reconocer y trabajar con el grupo de fonemas presentados: th (Little), th (big) (CLC)
8. Reconocer y trabajar con las tricky words presentadas: me, we, be. (CLC)
Unidad 4	1. Conocer y utilizar vocabulario básico relacionado con las mascotas. (CLC)
2. Escritura dirigida de vocabulario relacionado con las mascotas y oraciones sencillas describiendo sus principales características. (CLC, MSTC)
3. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con las mascotas y sus principales características. (CLC)
4. Describir las principales habilidades de los animales utilizando la expresión de capacidad can / can't. (CLC, MSTC)
5. Comparar las mascotas y los animales salvajes respondiendo a la pregunta donde viven. (CLC, MSTC)
6. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC)
7. Reconocer y trabajar con el grupo de fonemas presentados: qu, ou (CLC)
8. Reconocer y trabajar con las tricky words presentadas: was. (CLC)
Unidad 5	1. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con las profesiones y sus principales características. (CLC, SCC)
2. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC)
3. Escritura dirigida de vocabulario relacionado con las profesiones y oraciones sencillas describiendo sus principales características. (CLC, SCC)
4. Conocer y utilizar vocabulario básico relacionado con las profesiones y sus principales características. (CLC, SCC)
5. Preguntar por dónde trabaja y responder utilizando una correcta estructura. (CLC)

	6. Describe las principales características de las profesiones y las tareas que realizan sus trabajadores. (CLC, SCC, ACE) 7. Reconocer y trabajar con el grupo de fonemas presentados: oi. (CLC) 8. Reconocer y trabajar con las tricky words presentadas: to, do. (CLC)
Unidad 6	1. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con la familia y las principales relaciones de parentesco. (CLC, SCC) 2. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC, SCC) 3. Escritura dirigida de vocabulario relacionado con la familia y oraciones sencillas. (CLC) 4. Conocer y utilizar vocabulario básico relacionado con la familia. (CLC) 5. Responder a la pregunta de quién es relacionándola con el parentesco. (CLC) 6. Crear un árbol genealógico siguiendo una correcta estructura. (LL, ACE, APIC) 7. Reconocer y trabajar con el grupo de fonemas presentados: ue (CLC) 8. Reconocer y trabajar con las tricky words presentadas: of, are (CLC)
Unidad 7	1. Comprensión de textos breves, procedentes de diferentes formatos, relacionados con la descripción de las personas. (CLC) 2. Utilizar expresiones de uso cotidiano, dentro del aula, para comunicarse con los compañeros y profesores. (CLC, SCC) 3. Escritura dirigida de vocabulario, oraciones y textos sencillos relacionados con las cualidades de las personas y las diferentes partes del cuerpo. (CLC) 4. Describir a las personas de manera física, utilizando el vocabulario correspondiente y las expresiones he/she is, he/she has, y los adjetivos descriptivos. 5. Responder a la pregunta ¿Cómo es? utilizando una correcta estructura y vocabulario. 6. Identificar las principales características de una persona y plasmarlas en un dibujo. 7. Reconocer y trabajar con el grupo de fonemas presentados: er, ar. (CLC)
Unidad 8	1. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC) 2. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados os transportes y sus principales características. (CLC, SCC) 3. Escritura dirigida de vocabulario y oraciones sencillas relacionadas con los medios de transporte y sus principales características. (CLC) 4. Conocer y utilizar vocabulario básico relacionado los transportes y sus principales características. (CLC) 5. Identificar el lugar por el que viajan distintos medios de trasporte y sus principales características. (CLC, APIC) 6. Utilizar la expresión I'm going by… para describir el medio de transporte con el que se desplaza. (CLC) 7. Justificar las razones por las cuales elije un medio de transporte frente a otro (CLC, APIC) 8. Reconocer y trabajar con las tricky words presentadas: all. (CLC)
Unidad 9	1. Lectura y comprensión de palabras, oraciones y textos muy simples relacionados con las tradiciones y costumbres americanas. (CLC, SCC, ACE)

	2. Utilizar expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC)
	3. Escritura dirigida de vocabulario relacionado con las tradiciones y costumbres; y oraciones sencillas describiendo las principales características de estas. (CLC, SCC, ACE)
	4. Conocer y utilizar vocabulario básico relacionado con las tradiciones y costumbres americanas y sus principales características. (CLC, SCC, ACE)
	5. Comparar las diferentes tradiciones y costumbres americanas con las españolas utilizando do y don't (CLC)
	6. Describir las principales características de las tradiciones y costumbres americanas. (CLC, SCC, ACE)
	7. Reconocer y trabajar con las tricky words presentadas: you, your, there, they. (CLC)

SECUENCIACIÓN DE CONTENIDOS

Unidad	Contenido		
	Conceptos	Procedimientos	Actitudes
Unidad 1	• Vocabulario básico (días de la semana, meses del año). • Expresión de cantidad: ordinal numbers up to two digits. • Indications of time (today, Tomorrow, yesterday). • Wh- questions: *What day is today/tomorrow/yester day? Today is…*	• Reconocimiento y lectura de palabras que contengan los fonemas: y,x. • Uso de canciones, rutinas, retahílas y rimas. • Identificación de los días de la semana, meses, y años en una fecha. • Utilización adecuada de las expresiones de tiempo today, tomorrow, yesterday.	• Interés y respeto por las opiniones de los compañeros.
Unidad 2	• Places of the city (museum, cinema, park, school, supermarket, airport, hospital, library) • Prepositions of place (in front of, between, behind, next to) • There is/ there are • WH- question: where *Where is the…?*	• Identificación de los diferentes lugares de la ciudad en un mapa. • Descripción de la ciudad. • Uso de canciones, rutinas, retahílas y rimas. • Utilización adecuada de las preposiciones de lugar.	• Desarrollo de una actitud de cuidado y respeto por los diferentes elementos de la ciudad. • Interés por conocer su ciudad y los elementos que la componen.
Unidad 3	• Seasons • Pieces of clothing related with the season. • Wh questions: what *What are you wearing? What is he/she wearing?*	• Identificación de las diferentes prendas de ropa. • Relación de las prendas de ropa con la estación a la que corresponde.	• Actitud de cuidado hacia sí mismo, eligiendo la ropa adecuada dependiendo de la temperatura.

	• Expresión del aspecto: present continuous ○ *I'm wearing a…* ○ *She / He is wearing….*	• Descripción de la vestimenta de una persona o de sí mismo.	• Valoración positiva de su imagen.
Unidad 4	• Pet animals (dog, cat, fish, bird, horse, hamster, pig, rabbit) • Expresión de modalidad: capacidad (can / can't) • Wh- questions: where *Where do they live?*	• Descripción de las mascotas y sus principales características. • Comparación de las mascotas con los animales salvajes. • Clasificación de las mascotas según dónde viva: tierra/mar/aire.	• Desarrollo de una actitud de cuidado y respeto hacia las mascotas. • Interés por conocer las mascotas y sus principales cuidados.
Unidad 5	• Jobs: policeman, fireman, doctor, teacher, dancer, artist, astronaut. • *Wh- questions: where Where do… work? He/she works in…* • Asking questions: *Is he/she a…? Yes, he is / No, he isn't*	• Identificación de los distintos trabajos y lugares en los que se desempeñan.	• Actitud de respeto hacia los diferentes trabajos y la tarea que desempeñan en nuestro día a día. • Interés y respeto por las opiniones e ideas propuestas por los demás compañeros.
Unidad 6	• Family: mother, father, brother, sister, uncle, aunt, cousin, grandparent, grandmother, grandparents, parents, • Wh- questions: who *Who is he/she? He is….*	• Creación de un árbol genealógico incluyendo el vocabulario propuesto. • Identificación de los distintos miembros de la familia. • Clasificación de los miembros de la familia según su parentesco.	• Actitud de respeto y colaboración con los distintos miembros de la familia.
Unidad 7	• Adjetivos descriptivos. • Descripción de personas: verbo to be • Expresión de posesión: I have / he has / she has • Wh- questions: what. *What does he/she look like?*	• Descripción de las personas y sus principales características físicas. • Realización de un retrato robot a partir de una descripción dada.	• Actitud de respeto hacia las diferencias individuales de cada una de las personas. • Valoración personal de sus propias cualidades y de las de los demás.

Unidad			
Unidad 8	- Transportations - On land: car, bus, bicycle, motorbike. - On water: canoe, boat, jet bike. - In the air: airplane, hot air balloon, rocket - I'm going by… because it is…	- Transportations - On land: car, bus, bicycle, motorbike. - On water: canoe, boat, jet bike. - In the air: airplane, hot air balloon, rocket - I'm going by… because it is…	Adecuada utilización de los distintos medios de trasporte.
Unidad 9	- USA traditions and celebrations: 4th of July, New Year's, Christmas, Thanksgiving and Halloween. - USA habits: schedules, everyday routines. - Our traditions and habits. - Acciónes: do /don't.	- Descripción de las principales tradiciones americanas y sus características. - Descripción de los principales hábitos del día a día de una familia americana y sus características.	- Actitud de respeto por las otras culturas y sus diferencias con la nuestra. - Curiosidad por conocer las costumbres y tradiciones de otro país, y sus diferencias y similitudes con las nuestras

CRITERIOS DE EVALUACIÓN

Unidad	Criterios de evaluación
Unidad 1	- Conoce y utiliza el vocabulario básico relacionado con la expresión temporal de manera adecuada. - Pregunta por el día en el que nos encontramos, utilizando una correcta estructura en la pregunta. - Responde a la pregunta *¿Qué día es?* de manera adecuada, utilizando el vocabulario necesario. - Utiliza e identifica los distintos números ordinales en oraciones o textos sencillos. - Lee y comprende oraciones, palabras y textos simples, en diferentes formatos, relacionados con la expresión temporal. - Escribe palabras y oraciones sencillas, de manera dirigida, utilizando el vocabulario relacionado con la expresión temporal. - Utiliza expresiones de uso habitual, para comunicarse con sus compañeros o profesores en el aula. - Reconoce y trabaja con los fonemas asignados a esta unidad: y, x. - Reconoce y trabaja con las tricky words presentadas: I, the.
Unidad 2	- Utiliza expresiones de uso habitual, para comunicarse con sus compañeros o profesores en el aula. - Lee y comprende palabras, textos y oraciones simples, en diferentes formatos, relacionados con los lugares y descripciones de la ciudad.

	• Escribe palabras y oraciones sencillas, de manera dirigida, en las que utiliza el vocabulario relacionado con la ciudad.
	• Escribe oraciones y textos sencillos, de manera dirigida, en los que describe una ciudad y sus principales lugares.
	• Conoce y utiliza, en las diferentes actividades programadas, vocabulario relacionado con los lugares de la ciudad.
	• Pregunta por donde se encuentra un lugar dentro de la ciudad, utilizando una correcta estructura y vocabulario.
	• Responde, utilizando una correcta estructura y vocabulario, a donde se encuentra un lugar dentro de la ciudad.
	• Utiliza, a la hora de describir donde se encuentran los diferentes lugares de la ciudad, las preposiciones de lugar.
	• Establece los elementos que componen una ciudad y los enumera utilizando there is / there are.
	• Reconoce y trabaja con los fonemas asignados a esta unidad: ch, sh.
	• Reconoce y trabaja con las tricky words presentadas: he, she.
Unidad 3	• Utiliza expresiones de uso habitual dentro del aula, para comunicarse con sus compañeros y profesores.
	• Lee palabras, textos y oraciones muy simples relacionadas con los distintos outfits dependiendo de la estación en la que nos encontremos.
	• Comprende palabra y oraciones sencillas relacionadas con los diferentes tipos de ropa que podemos llevar según la estación.
	• Comprende e identifica las ideas clave de textos relacionados con los distintos tipos de ropa dependiendo de la estación.
	• Escribe, de manera dirigida, vocabulario y oraciones sencillas relacionadas con los tipos de ropa que podemos llevar dependiendo de la estación.
	• Conoce el vocabulario básico presentado en esta unidad sobre los tipos de ropa.
	• Pregunta por la ropa que está llevando una persona utilizando una correcta estructura.
	• Responda si le preguntan por la ropa que está llevando, con un correcta estructura y vocabulario.
	• Utiliza el presente continuo a la hora de describir el atuendo que lleva.
	• Reconoce y trabaja con el grupo de fonemas presentados: th (Little), th (big)
	• Reconoce y trabaja con las tricky words presentadas: me, we, be.
Unidad 4	• Conoce y utiliza vocabulario básico relacionado con las mascotas.
	• Escribe, de manera dirigida, vocabulario, oraciones y textos sencillos describiendo las principales características de las mascotas presentadas en esta unidad.
	• Lee palabras, oraciones y textos sencillos, relacionados con las mascotas y sus principales características.
	• Comprende palabras y oraciones; y es capaz de identificar las ideas principales de textos sencillos relacionados con las mascotas y sus habilidades.
	• Describe e identifica las principales habilidades de los distintos animales, utilizando las expresiones de capacidad *can/can't.*
	• Compara las mascotas presentadas en esta unidad, con los animales salvajes vistos en el curso pasado, respondiendo a la pregunta: *Where do they live?*

	• Utiliza expresiones de uso habitual, para comunicarse con sus profesores y compañeros dentro del aula. • Reconoce y trabaja con los fonemas asignados a esta unidad: qu, ou. • Reconoce y trabaja con las tricky words presentadas: was.
Unidad 5	• Lee palabras, oraciones y textos muy simples relacionados con las profesiones y sus principales características. • Identifica y comprende palabras y oraciones sencillas relacionadas con las profesiones. • Comprende e identifica las ideas clave de textos relacionados con las profesiones y sus características. • Escribe, de manera dirigida, palabras, oraciones y textos sencillos, relacionados con las profesiones y sus principales características. • Conoce el vocabulario básico relacionado con las profesiones y sus principales características, utilizándolo en las actividades propuestas en clase. • Pregunta por la profesión de una persona y el lugar de trabajo de esta, utilizando una correcta estructura. • Responde a la pregunta de cuál es tu lugar de trabajo y cuál es tu profesión utilizando un vocabulario y una estructura correcta. • Describe las principales tareas desarrolladas en cada una de las profesiones propuestas en esta unidad. • Reconoce y trabaja con los fonemas asignados a esta unidad: oi. • Reconocer y trabajar con las tricky words presentadas: to, do.
Unidad 6	• Lee palabras textos y oraciones sencillas relacionadas con los distintos miembros de la familia, utilizando una correcta entonación. • Comprende palabras y oraciones sencillas relacionadas con los miembros de la familia y sus principales relaciones. • Comprende e identifica las ideas clave de textos sencillos relacionados con los miembros de la familia y las principales relaciones entre ellos. • Utiliza expresiones de uso habitual, para comunicarse con sus compañeros y profesores, dentro del aula. • Escribe, de manera dirigida vocabulario y oraciones sencillas relacionadas con la familia. • Responde a la pregunta de Quién es, relacionándolo con el parentesco. • Crea un árbol genealógico, utilizando el vocabulario adecuado y la estructura correspondiente. • Reconoce y trabaja con los fonemas asignados a esta unidad: ue. • Reconoce y trabaja con las tricky words presentadas: of, are
Unidad 7	• Comprende e identifica las ideas principales de textos y oraciones sencillas, relacionadas con las descripciones de las personas. • Utiliza expresiones de uso cotidiano, para comunicarse con sus compañeros y profesores dentro del aula. • Escribe, de manera dirigida vocabulario relacionado con la descripción de las personas; • Escribe oraciones sencillas, de manera dirigida, en las que describe las cualidades o características de una persona o de sí mismo.

	• Se describe a sí mismo utilizando las estructuras *he/she is, he/she has*, y los adjetivos descriptivos.
	• Describe a otras personas utilizando las estructuras *he/she is, he/she has*, y los adjetivos descriptivos.
	• Responde a la pregunta ¿cómo es?, relacionándola con la apariencia, utilizando una correcta estructura.
	• Identifica las principales características expresadas en una descripción y las plasma en un dibujo.
	• Reconoce y trabaja con el grupo de fonemas presentados: er, ar.
Unidad 8	• Utiliza expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores. (CLC)
	• Lee y comprende palabras, oraciones y textos muy simples relacionados os transportes y sus principales caractéristicas.
	• Escribe, de manera dirigida, vocabulario relacionadas con los medios de transporte.
	• Escribe, de manera dirigida, oraciones sencillas describiendo las principales características de los medios de transporte.
	• Conoce y utiliza el vocabulario básico relacionado los transportes y sus principales características.
	• Identifica el lugar por el que viajan distintos medios de trasporte y sus principales características.
	• Utiliza la expresión *I'm going by…* para describir el medio de trasnsporte con el que se desplaza.
	• Justifica las razones por las cuales elije un medio de transporte frente a otro.
	• Reconoce y trabaja con las tricky words presentadas: all.
Unidad 9	• Lee y comprende palabras, oraciones y textos muy simples relacionados con las tradiciones y costumbres americanas.
	• Utiliza expresiones de uso habitual, dentro del aula, para comunicarse con los compañeros y profesores.
	• Escribe, de manera dirigida de vocabulario relacionado con las tradiciones y costumbres americanas
	• Escribe, de manera dirigida, oraciones sencillas describiendo las principales características de las tradiciones y costumbres americanas.
	• Conoce y utiliza vocabulario básico relacionado con las tradiciones y costumbres americanas y sus principales características.
	• Compara las diferentes tradiciones y costumbres americanas con las españolas utilizando do y don't.
	• Describir las principales características de las tradiciones y costumbres americanas.
	• Reconocer y trabajar con las tricky words presentadas: you, your, there, they.

	Unit	Temporalization	Vocabulary	Grammar Structure	Outside activities
0	Introduction of the topic	1st Term (September 10th – September 14th)	Week to present the project and introduce it		
1	The day of the robbery	1st Term (September 17th / October 11th)	• Days of the week • Months • Ordinal numbers	• What day is today? • Today is… • Yesterday was… • Tomorrow will be…	-
2	Where was the flag?	1st Term (October 15th / November 8th)	• Places of the city • Prepositions of place	• Is there a…? • Are there any…? • Where is the…?	Trip around the city
3	Looking for the thief clothing	1st Term (November 12th / December 12th)	• Clothing • Seasons	• Present continuous • What are you wearing? • I'm wearing a…	-
4	New tracking friends	2nd Term (January 8th / January 25th)	• Pet animals	• Pet vs wild animals • Where do they live? • Characteristics → they can / can't	Visit the local Zoo
5	Where does our suspect work?	2nd Term (January 28th / February 15rd)	• Jobs	• Is she/ he a…? • Where does he/ she work? • What do you want to be?	-
6	Maybe he used help	2nd Term (February 18th / March 15th)	• Family • Family tree	• Who is he/she? • She is my…	-
7	Identification parade	2nd Term (March 18th / April 9th)	• Adjectives • Physical characteristics	• He is / she is • He has / she has • What does she/he look like?	Visit the police office of the city
8	Bringing the flag back	3rd Term (April 23rd / May 17th)	• Transports • Air/land/water	• I'm going by / in / on	-

9	Getting to know the USA	3rd Term (May 20th / June 14th)	• American culture: traditions.	• Comparing cultures • They do / they don't • We do / we don't	Visit to the USA Embassy

Resources		
Materials	**Perishable**	
	Crayons, coloring pencils, paint, markers, etc	
	Non perishable	
	• Didactics: puzzles, board games, construction games, etc.	
	• Own resources: materials created by the teacher for developing the activities planned.	
	• Audiovisuals: videos, imagines, pictograms.	
Spatial	• Classroom.	
	• Gym.	
	• Playground.	
	• Corridor.	
	• Hall.	
	• Library (the one in the Classroom and the one in the school).	
	• Working tables.	
	• Assembly	
	• Digital board.	
	• Case corner.	
Human	• Head teacher.	
	• English teacher.	
	• Supporting teacher.	
	• Specialist in therapeutic pedagogy.	
	• Speech therapist.	
	• Families.	

Class Dojo[9]	Class Dojo is a gamification app that connects parents, teacher and students. The app offers different tools like: • Timer: We'll be able to set up a timer and put it on the screen so students can see the time they have left. • Randomly: the app will choose a student randomly from the ones that are added intro de virtual classroom. • Group formation: the app will create groups with the number of the students you choose. • Measuring the noise: the will connect with the microphone of your computer and measure the level of noise there's in class. • Giving instructions: the teacher will send different rules or instructions to the students. • Creating debates: the app can send to the students' topics to debate. • Music: the teacher will play different styles of music (relax or active). • Assistance: we can check the students that are missing and record it on the app. • Pictures: you will be able to share pictures of the class with the parents. • Points: the teacher will be able to give or take away points of the students in their classes. *https://www.classdojo.com/es-es/*
Voki	Voki is a website that allows the student to create different avatars, choosing all their features.

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[9] Information extracted from a investigation project about ICT tools done in *Content and Language Integrated Learning* Subject.

	Once the character is created you can write messages for him/her to say in different languages and accents; and save your creations as videos in your computer. https://www.voki.com/
Google Maps	Google Maps is a website that offers moving maps from all the cities around the world. It also gives you the possibility to explore different cities and streets from around the word, using the street view or create routes to go from one place to another. https://www.google.com/maps
Kahoot	Kahoot is a website and an app that allows you to create quizzes with multiple choice questions. The students will connect with the quiz from a tablet or a computer, entering the game number, and will play along with the rest of the students connected in the game. Later on, the teacher will be able to download the results and save them. Link to create a Kahoot - https://kahoot.com/ Link to play - https://kahoot.it/
Google Education Apps	There are free apps that google offer to the schools for them to work with. These apps can be use in computers or tablets. They allow a better communication between teachers, students and other schools. Some of these apps are: google docs, Gmail, hangouts, google maps, google classroom, blogger…
Games to learn English	Games to learn English is a website in which you have different games, divided by topics, for the students to learn English in a fun way. https://www.gamestolearnenglish.com/
FlashFace	Flashface is an Android app in which the students will be able to create different characters using a sketch program, like the police does.

	Lunes	Martes	Miércoles	Jueves	Viernes
9:00 – 10:00	Inglés	Lengua	Lengua	Inglés	Matemáticas
10:00 – 11:00	Matemáticas	Plástica	Matemáticas	Educación Física	Sociales
11:00 – 11:30	RECREO				
11:30 – 12:15	Lengua	Educación Física	Religión / Valores	Naturales	Religión / Valores
12:15 – 13:30	Religión / Valores	Lectura	Inglés	Música	Lectura
13:00 – 15:00	COMIDA				
15:00 – 16:00	Educación física	Matemáticas	Lengua	Matemáticas	Lengua
16:00 – 17:00	Sociales	Naturales	Sociales	Lengua	Inglés

Door

Classroom murals

Digital and Black board

Assembly corner

Shelves with Classroom material

Teams' tables

Teacher's table

Library corner

Window
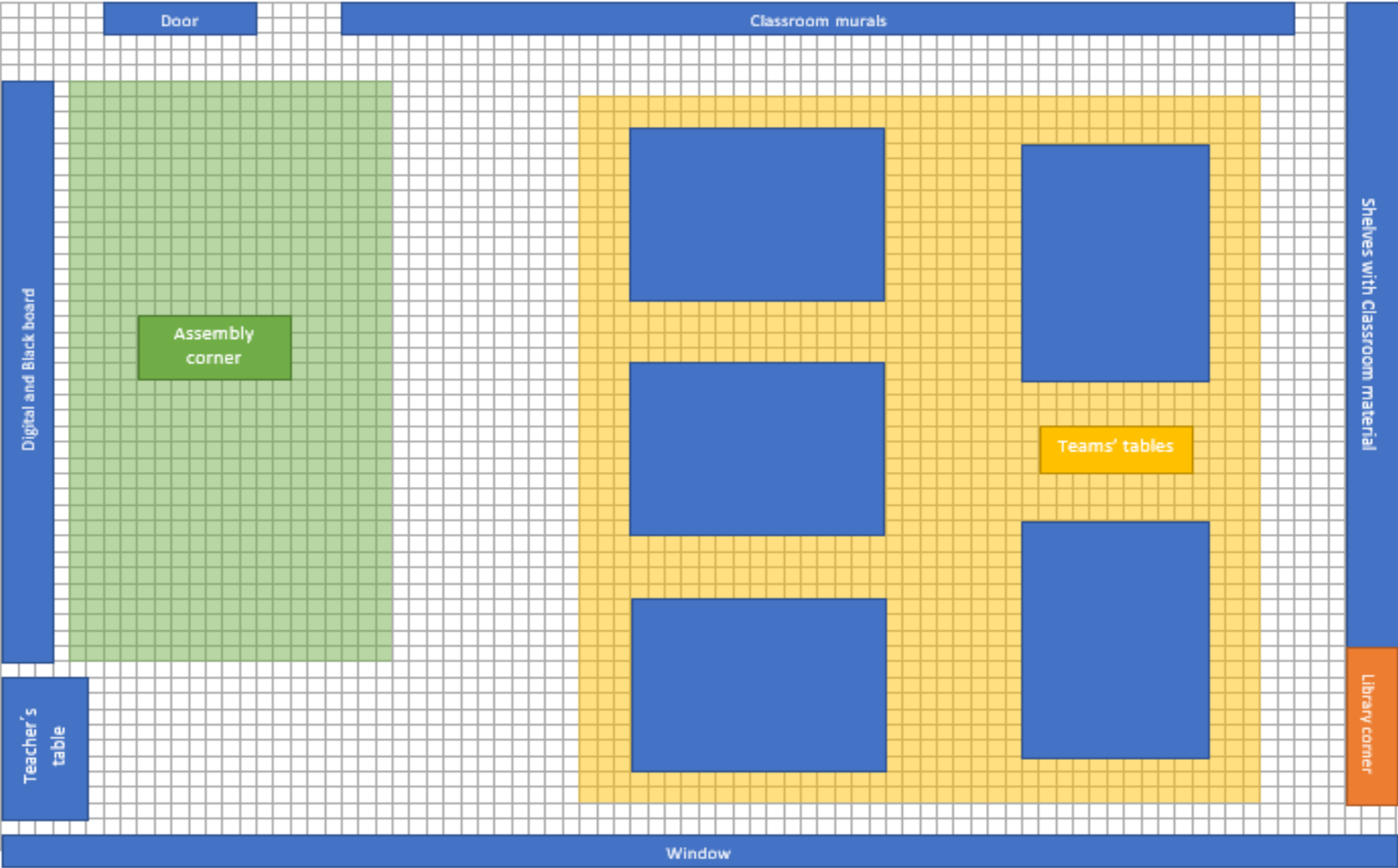
LIBRARY CARD

This card allows the student who owns it to rent books from the library of the school and the class the student belongs to.

Name: _____

Surname: _____

Class: _____

ANNEX 10: JAMES SMITH, THE POLICE INSPECTOR

The teacher will create the police inspector, who is going to offer out detectives' agency the collaboration job, with the app Voki.

This app allows you to record voice and video with the character you designed, so the teacher will record the different introduction messages from the police inspector and reproduce them in class to let the students know the part of the investigation they are going to be taking part in.

We will create a corner in the class where we will put the missions and messages that the boss sends us.

He is also going to send us, once the unit is finish and the part of the case linked to that unit solve, a stamp that we are going to stick in the *Detective Card.*

James Smith

LETTER 1 – UNIT 0

Dear class of year two:

Good morning, I am James Smith, the Inspector of the Metropolitan Police in Washington, United States.

The police department of my city heard that you have created a detective's agency and want to ask for your collaboration in a very important mission.

The first USA flag that was raised in the White House has been stolen. It was in your country to take part in a current exposition about our culture.

The only thing we know is that, when the boy guards changed the turn, they found out the flag wasn't there anymore.

 Would you accept the challenge and help us solve the case?

Hope to hear from you soon.

James Smith

Inspector of the metropolitan Police

Dear class of year two:

Thank you so much for deciding to collaborate with us.

Here we send you all the information required to solve the first part of the case.

The first thing we need to know, to be able to get to the security cameras images' is the date in which they stole the flag.

We will keep investigation and letting us know if we find any more information that can help you discover the date.

Good luck!

James Smith

Inspector of the metropolitan Police

Dear class of year two:

Great, you found the date of the robbery! Now the police will be able to access to images from the security cameras of the place.

But there are a lot of places in the city from where the flag could have been stolen.

Would you help us to find where was the flag kept when it was stolen, and some information about that place?

Thanks for the help. We will keep in touch.

Good luck!

James Smith

Inspector of the metropolitan Police

Dear class of year two:

Thank you for sending us the place where the flag was kept before being stolen. Thanks to that, we have been able to get the images from the security cameras. On them, we saw that the thief ran our of the place throwing the clothing she was wearing away.

But he was very clever, and he put some fake clothing too just to confuse us and get some more time to scape with the flag.

Can you help us to find out which of the clothing was used by the thief to see if we can get some clues out of it?

Thanks for the help. We will keep in touch.

Good luck!

James Smith

Inspector of the metropolitan Police

Dear class of year two:

Thanks to the clothing you found out that was from the thief, our Police team will be able to use it to follow the trail of the thief.

But we have a problem. Our police officers are not that good at following trails, and the tracking patrol has no animals on his team.

Can you help us find animals that can fit into our patrol to help us follow the trail that the thief left?

I'm sure you will find the best ones to help us solve the case.

Thank you!

James Smith

Inspector of the metropolitan Police

Dear class of year two:

Now that, thanks to you, we have completed of tacking patrol we can follow the trail that the suspect left.

While following it, we found a witness that declares that he saw the suspect running the day of the robbery, but the only thing that he can remember was that he wore a working uniform. The problem is that he doesn't remember which one.

Can you help us prepare a file with some of the possible jobs our suspect might have to be able to show it to the witness?

We will wait for your file.

Thanks for the help.

Inspector of the metropolitan Police

Dear class of year two:

The witness could finally recognize the uniform that the thief was wearing. We went to the cinema, where he works and, while looking for some clues, we found out that there are two similar trails in the scene.

We are starting to think that he used some help to commit the robbery. The scientific police say that he might have been one of his family members, as the DNA of the clues we found are very similar.

Can you do an investigation about the family members that the suspect might have please?

We will keep investigating back here and send you all the information we find as soon as possible.

Good luck and thank you!

James Smith

Inspector of the metropolitan Police

Dear class of year two:

Thank you for finding out that it was his cousin the one who was helping him.

But we have a problem about that. We found out that he doesn't have just one cousin, he has tree.

Now we are going to bring back our witness and do an identification parade with all of them to see if he can remember which one it was.

But before doing that, the scientific police are asking us for a sketch portrait and a description of the main suspect.

Can you help us with the descriptions?

Thank you for all the hard work. We are almost there!

James Smith

Inspector of the metropolitan Police

Dear class of year two:

We finally got the thief and his accomplice in jail! Thank you for the help.

Now we have the last mission for you. The USA president needs you to send the flag back to his country.

You need to pick the best transport to travel here and book the tickets for you and your team to arrive here and meet up with the president.

Good luck!

James Smith

Inspector of the metropolitan Police

Dear class of year two:

Thank you for finding our first flan and bringing back to our country. The hard work and dedication you have put in this case, collaborating with our Metropolitan Police have been incredible.

You have analyzed all the details and caught the thieves right on time, as they were about to fly over to another country scaping with the loot.

Now the flag is back home again.

To thank you, we want to invite you and your fantastic crew to visit our country and learn a bit more about our culture and traditions.

Hope you can also teach us something about your beautiful country, Spain.
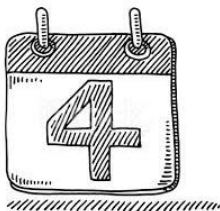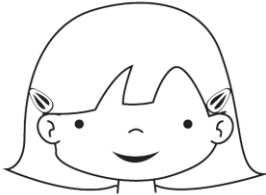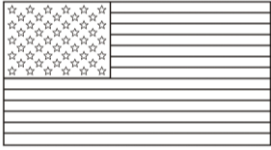
Thank you again ang welcome to your home.

The doors of The White House will always be open for you.

President of the United States

	Member of the
	_____ Academy Name: Surname: Class: This card is personal and untransferable.

Part 1	Part 2	Part 3
Part 4	Part 5	Part 6
Part 7	Part 8	Part 9

STRUCTURE OF THE SESSION

Each week, specifically on Wednesday, we will dedicate our English session to work with the Jolly Phonics. These sessions will have a length of 45 minutes approximately and, in each of them, we will present a new sound or tricky word.

Each session will have the same structure, the only thing that will change are the sounds or tricky words presented in each of them. The structure that we are going to follow is:

1. Speed sound: we will create a power point in which we will include all the sounds that the students have already learnt. Al the beginning of each session, we will put it and start going through the slides quick and the students will say each sound out loud.

2. Introduce the new sound: once all the sounds have been reviewed, we will add a slide in which we present the new sound.

3. Say the sound (sing the song): the teacher will say the new sound out loud and the students will repeat it, several times. To make it more fun we are going to say the sound to different objects in the classroom, for example, *say the sound to the floor, to the table, to your partner,* etc. and in different ways*,* for example, *say the sound slowly, fast, whispering, shouting,* etc. we will also sing the song provided by the Jolly Phonics method for the sound.

4. Read the sound in words: we will add in the presentation different words that contain the sound and the students will have to read them and count with their fingers how many times does the sound appear in each word.

5. Write the sound: The same way we did with saying the sound, the students will write the sound introduced with their fingers in different parts of the class. We will write the sound in the air, in the table, in our partners back, etc.

6. Write the sound in words: once we have practiced the sound all together, the students will take out their notebooks and write the sound and some words that contain that sound too. When they have written a few words and the sound, they will draw a picture of watch of the objects they have written down and try to write a sentence including one of them.

The students started with the Jolly Phonics methodology last year, introducing only sounds. This year, we are going to complete all the sounds proposed in the methodology, and star introducing the tricky words, also provided by the methodology.

ORGANIZATION OF THE TRICKY WORDS [10]

At the same time we finish with the sounds we have left from last year, we are going to star introducing the tricky words provided from the method.

As this is a new addition this year, the students will star introducing words from the red level (the first one) and finish with some words of the yellow level. The words left this year will be introduced next year, using the same steps used in this year sessions.

Handy Tricky Word List

The *Jolly Phonics Readers* introduce the tricky words in groups, each level building on the words learned in the previous level. Children should be taught the tricky words for each level before they are asked to read the books.

Jolly Phonics Readers Red Level

☑ I 1
☑ the 1
☑ he 2
☑ she 2

☑ me 3
☑ we 3
☑ be 3
☑ was 4

☑ to 5
☑ do 5
☑ of 6

Jolly Phonics Readers Yellow Level

☑ are 6
☑ all 8
☑ you 9
☑ your 9

☐ come
☐ some
☐ said
☐ here

☑ there 9
☑ they 9

Jolly Phonics Readers Green Level

☐ go
☐ no
☐ so
☐ my
☐ one
☐ by
☐ only

☐ old
☐ like
☐ have
☐ live
☐ give
☐ little
☐ down

☐ what
☐ when
☐ why
☐ where
☐ who
☐ which

Jolly Phonics Readers Blue Level

☐ any
☐ many
☐ more
☐ before
☐ other
☐ were
☐ because

☐ want
☐ saw
☐ put
☐ could
☐ should
☐ would
☐ right

☐ two
☐ four
☐ goes
☐ does
☐ made
☐ their

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[10] Image taken from the Jolly Phonics Free resources https://www.jollylearning.co.uk/free-parent-teacher-resources/

ORGANIZATION OF THE SOUNDS

The Jolly Phonics provides a specific order in which the teacher will be presenting the sounds.

As we said earlier, last years the students started introducing only sounds, seeing all the sounds from level one to level five.

This year, we are going to finish with them, introducing all the sounds on the last two levels.

In the picture of the right, you will se the specific order of the sounds and, in blue underneath each of them, the unit in which it is going to be introduced.

YEAR 1
1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo

YEAR 2
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar
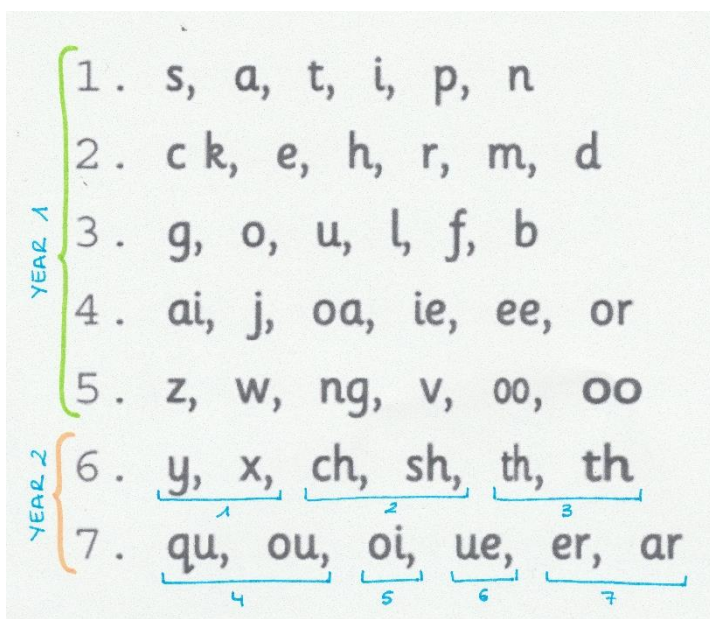
WORDS FOR EACH SOUND – WORD BANK [11]

	Words suitable for younger children	Words suitable for older children or children with more advanced vocabulary
Y	yes, yap, yet, yell, yelp	yak, yuck, yank
X	six, fox, fix, box, wax, mix, next, sixteen, boxing, toolbox, expect, paintbox	exit, exam, fax, sex, flex, explain, express, extend, extinct, expand, index, ox, tax, text, textbook, mailbox, axe, relax, relaxing, experiment, explore, oxen, unexpected, vixen, axle, example, hexagon, maximum, exact, taxi
Ch	chin, chap, chips, rich, chop, chum, chat, much, punch, bench, bunch, lunch, chill, such, chick, munch, pinch, chimp, chest, check, champ, chug, chain, cheek, cheer, crunch, torch, coach, chimpanzee, ostrich, chopsticks, sandwich, children, chicken, chickenpox, cheese, catch, hatch, match, fetch, stretch, itch, ditch, witch, stitch, switch, hutch, choose, chuckle, scratch, kitchen, snatch	duchess, hunch, inch, chaffinch, hunch, chess, poach, porch, screech, speech, trench, drench, finch, chump, cockroach, twitch, hopscotch, ketchup, patch, pitch, attach, sketch, cheerful, chipmunk, titch, approach, grandchildren

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[11] Words taken from the Word back in the Jolly Phonics Free Resources https://www.jollylearning.co.uk/free-parent-teacher-resources/

Sh	fish, shop, dish, wish, ship, hush, rush, shed, shut, rash, mash, cash, dash, shell, shot, shut, shelf, shock, shook, brush, smash, crash, flash, flush, shoot, shook, sheep, sheet, short, shall, shrimps, splash, finish, eggshell, paintbrush, punish, rubbish, shampoo, bookshop, mushroom, shopping, shocking, goldfish	ash, shin, shift, shrug, shrink, shrank, shrunk, flesh, polish, posh, publish, selfish, shellfish, sheriff, shred, shrill, slush, vanish, blush, crush, refresh, astonish, astonishing
Th (small)	this, that, then, with, them, than	within
Th (big)	thin, moth, tenth, thing, thick, thud, thump, tooth, teeth, cloth, three, thorn, throat, toothbrush, thank, think, thanks, sixth	maths, pith, faith, length, north, thrill, thrush, froth, broth, throb, strength, theft, thrilling, width, anthem, arithmetic, pathetic, thatch, thimble, method
Qu	quiz, quick, quack, queen, quilt, squirrel, squeeze	quit, quin, quill, liquid, quail, squid, squint, quench, quest, tranquil, request, aquarium, ventriloquist, quicksand, equipment
Ou	out, loud, found, shout, mouth, round, pound, sound, count, our, sour, couch, proud, flour, cloud, spout, scout, crouch, ground, sprouts, shouting, without, outing, house, mouse, blouse, greenhouse, about, around, aloud	hound, pouch, south, outfit, noun, stout, outstanding, slouch, snout, trout, wound, background, amount, roundabout, fountain, mountain, woodlouse, aground, mousetrap, obvious, tremendous, account, accountant
Oi	oil, boil, soil, join, coin, joint, point, spoil, spoilt, boiling, spoilsport, toilet, tortoise, avoid, noisiest	foil, coil, moist, toil, tinfoil, oilcan, topsoil, ointment, disappoint, poison, appointment, asteroid
Ue	due, fuel, rescue, continue, clue, glue, blue, true, bluebell, tissue, untrue, cruel	cue, value, statue, avenue
Er	her, sister, kerb, herd, mister, silver, litter, pepper, letter, better, winter, never, butter, fatter, supper, hotter, summer, river, under, herself, blister, splinter, painter, swimmer, thunder, winner, bumper, ever, ladder, dinner, hammer, hamster, jumper, monster, offer, robber, rubber, runner, scooter, shiver, sticker, temper, toaster, toddler, thunderstorm, understand, buttercup, helicopter, interest, chatter, cooker, corner, cracker, clever, painter, pattern, numbers, slippers, finger, father, afternoon, different, remember, trousers, conkers, singer, were, terrific	fern, boiler, bother, bitter, enter, perm, herb, perch, stern, tender, blender, shatter, blunder, slither, amber, adverb, advert, sprinter, entertain, expert, antler, archer, flutter, folder, forever, gander, gangster, border, dagger, duster, gather, glitter, gutter, hanger, hoover, internet, jerk, lantern, lavender, liver, lobster, locker, matter, member, mermaid, miller, misunderstanding, modern, mutter, order, otter, perfect, perform, perhaps, pester, pier, porter, potter, printer, proper, quiver, interrupt, rooster, rudder, scanner, scatter, September, shatter, shelter, shopkeeper, shudder, slender, slither, smuggler, snooker, sooner, spanner, stagger, stammer, stopper, stutter, suffer, tavern, term, timber, trainer, transfer, trigger, twister, underground, understood, understanding, upper, verb,

		waiter, woodpecker, camcorder, chapter, consider, copper, counter, evergreen, asterisk, manners, camera, person, nerve, verse, nervous, recorder, customer, alert, referee, angler, reserve, reverse, soldier, serpent, servant, serve, miserable, stretcher, supporter, surrender, tanker, terminal, thermometer, propeller, desert, tweezers, shepherd, anger, butterfingers, hunger, herdsman, disaster, rounders
Ar	arm, car, far, art, jar, hard, farm, barn, card, park, dart, mark, dark, bark, part, harm, march, sharp, charm, star,	bar, ark, tar, tart, cart, yard, chart, harsh, darkroom, Antarctic, arch, arc, Arctic, barber, garlic, harp, larder, scar, starling, pardon, carthorse, sharpener, similar, ajar, tartan, vicar, apart, apartment, arson, grammar, startle, target, carpenter, remarkable, bargain, familiar, blizzard, scrollbar

SONGS FOR EACH SOUND [12]

Y	**/y/ sound (Song – to the tune of I Like to Eat Apples and Bananas)** I like to eat, eat, eat yogurt and bananas. I like to eat, eat, eat yogurt and bananas. I like to eat, eat, eat yogurt and bananas. /y/ - /y/ - /y/ - /y/ - /y/! Action: pretend to eat yogurt from a spoon https://www.youtube.com/watch?v=BHi6HGu67kM
X	**/x/ sound (Song – to the tune of Skip to my Lou)** /ks/ - /ks/! Take an x-ray. /ks/ - /ks/! Take an x-ray. /ks/ - /ks/! Take an x-ray. x-ray of my hand. Action: pretend to take an x-ray with an x-ray camera https://www.youtube.com/watch?v=cw5cmTFd8Es
Ch	**/ch/ sound (song – to the tune of Merrily We Roll Along)** Trains are chugging up the hill /ch/-/ch/-/ch/ /ch/-/ch/-/ch/ Trains are chugging up the hill /ch/-/ch/-/ch/

[12] All the songs have been taken from the Jolly Phonics method.

	Choo, choo! Action: move your arms at your sides, as if you are a train, and say ch, ch,ch. https://www.youtube.com/watch?v=OVE7NBcpZFA
Sh	**/sh/ sound (song – where, oh where, has my little dog gone?)** Hush! Hush! Hush! Don't make a sound. Be as quiet as you can be. The baby's asleep and I'm tired out, Sh! /sh/-/sh/-/sh/-/sh/! Action: place your index finger over your lips, and say shshsh. https://www.youtube.com/watch?v=5kueBaXrpLM
Th (small)	**/th/ sound (song – to the tune of Did You Ever See a Lassie?)**
Th (big)	Di you ever hear a rude clown make this sound and that sound? Did you ever hear a rude clown say /th/-/th/, /th/-/th/? Action: pretend to be a rude clown and stick out your tongue a little for th (as in this), and further for th (as in thum) https://www.youtube.com/watch?v=5kueBaXrpLM
Qu	**/qu/ sound (song – to the tune the wheels on the bus)** The duck in the pond quacks /qu/-/qu/-/qu/, /qu/-/qu/-/qu/ /qu/-/qu/-/qu/ The duck in the pond quacks /qu/-/qu/-/qu/, All around the pond. Action: make a duck's beak with your handa ans say qu, qu, qu. https://www.youtube.com/watch?v=Y8hn7iqFAAs
Ou	**/ou/ sound (song – to the tune the mulberry bush)** I pricked my thumb with a needle. /ou/-/ou/-/ou/! /ou/-/ou/-/ou/! I pricked my thumb with a needle. /ou/-/ou/, ouch! Action: pretend your finger is a needle, and prick your tumb, saying ou, ou, ou! https://www.youtube.com/watch?v=rvdehRHSBXY
Oi	**/oi/ sound (song – to the tune Old McDonald)** The sailors met upon the sea, /oi/-/oi/, /oi/-/oi/, /oi/. The found some oil way down deep. /oi/-/oi/, "Ship ahoy!" Action: cup your hands around your mouth and pretend to shout at a passing boat, saying Oi! Ship ahoy! https://www.youtube.com/watch?v=JjOtMya-ZPQ
Ue	**/ue/ sound (song – to the tune the Muffin Man)** I'd like to have a barbecue. /ue/-/ue/-/ue/, /ue/-/ue/-/ue/. I'd like to have a barbecue.

	With you, and you, and you! Action: point to people around you and say you, you, you. https://www.youtube.com/watch?v=PMj98GA-dHQ
Er	**/er/ sound (song – to the sound of the wheels on the bus)** The mixer in the bowl goes /er/-/er/-/er/, /er/-/er/-/er/, /er/-/er/-/er/. The mixer in the bowl goes /er/-/er/-/er/, Mixing the food together. Action: roll your hands over each other, like a mixer, and say /er/-/er/-/er/ https://www.youtube.com/watch?v=SJxCuOPQWtI
Ar	**/ar/ sound (song to the tune Campdown Races)** "Open wide," the doctor said. /ar/! /ar/! "Let me look at your sore throat. Please say /ar/!" Actions: open your mouth wide, and say ah. https://www.youtube.com/watch?v=cbVrWvR9TWY

FLASHCARDS – PARTS OF THE FACE

Eyes

Eyebrows

Chin

Mouth
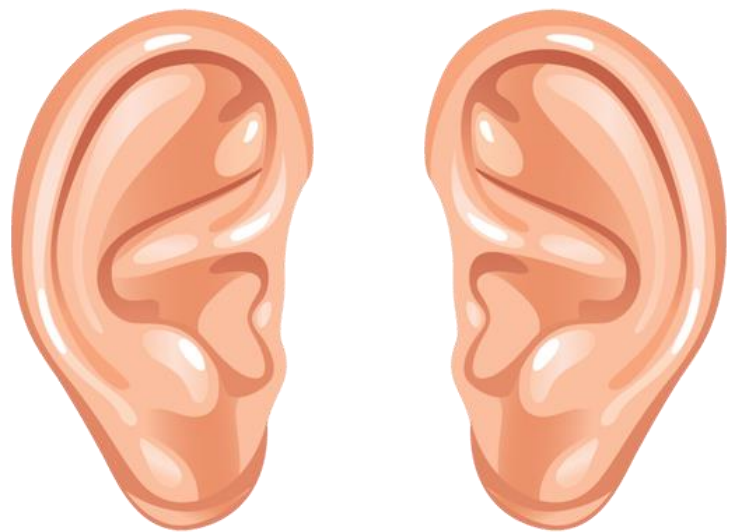
Ears

Cheeks

Hair

Face
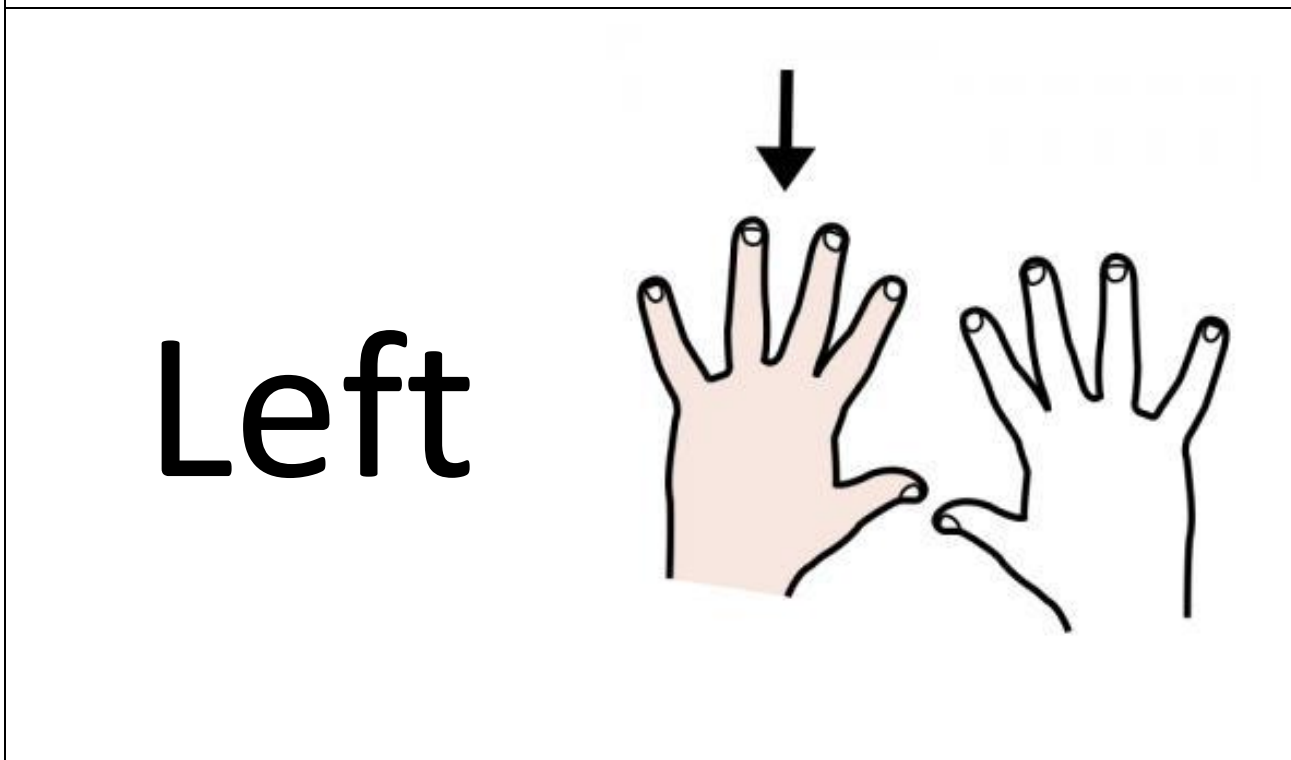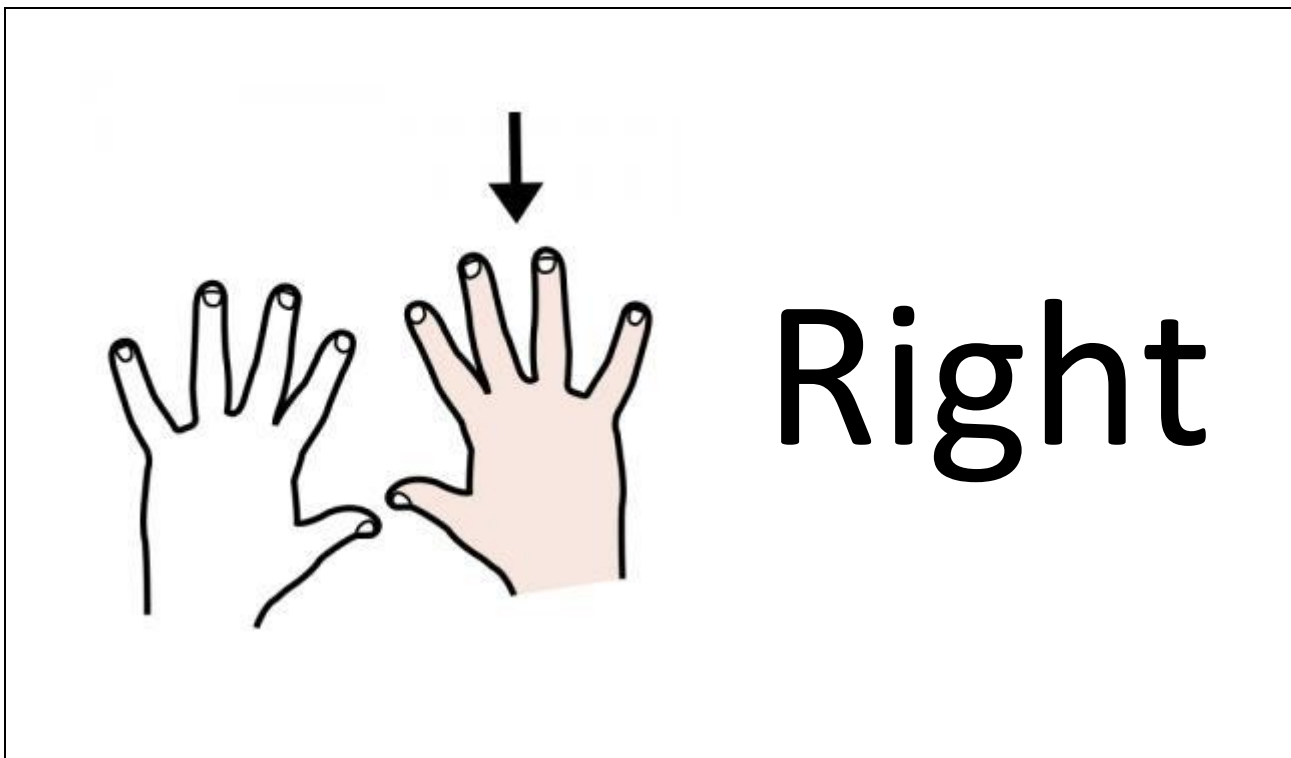
Right

Left
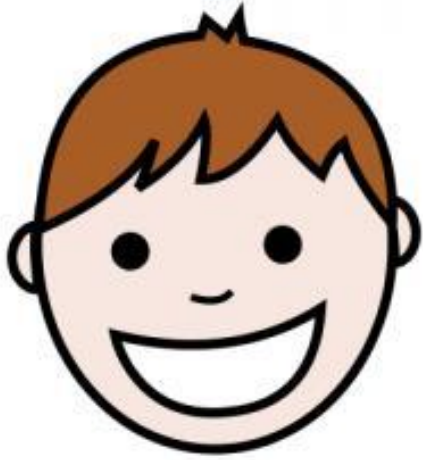
Boy
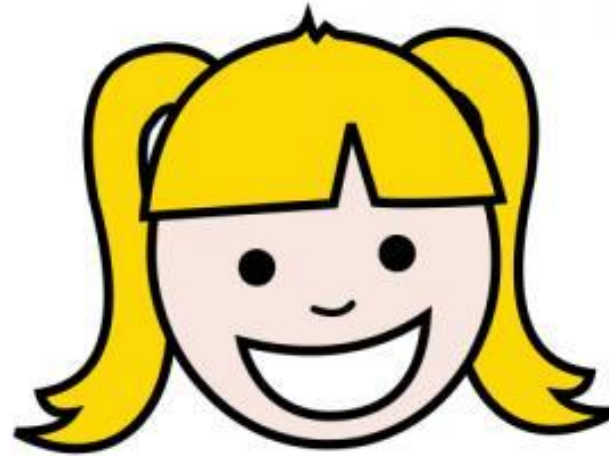
Girl
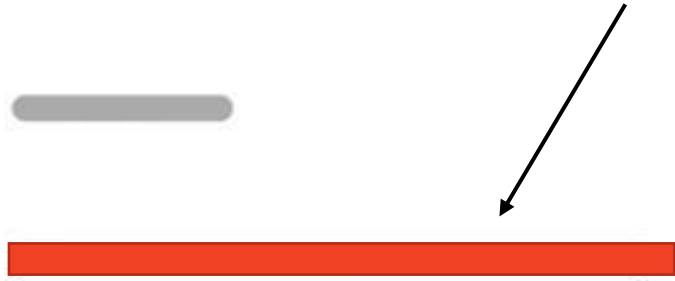
Long
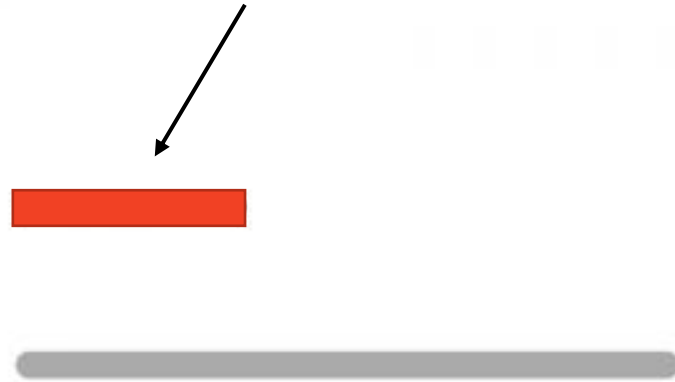
Short

Small

Big

Old   Young

FLASHCARDS – COLORS [14]

Red

Yellow

Blue

Green

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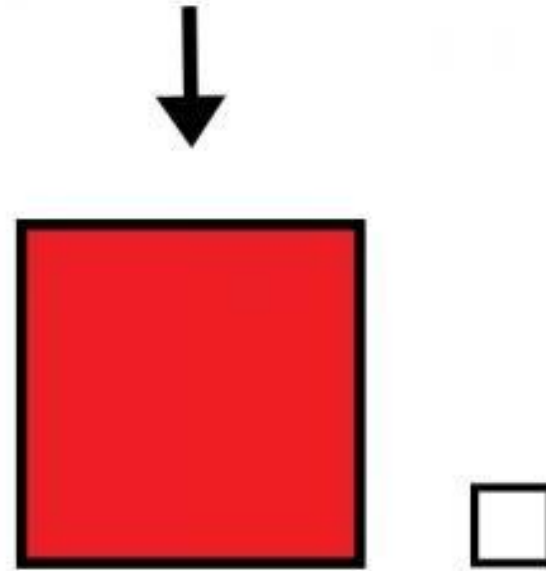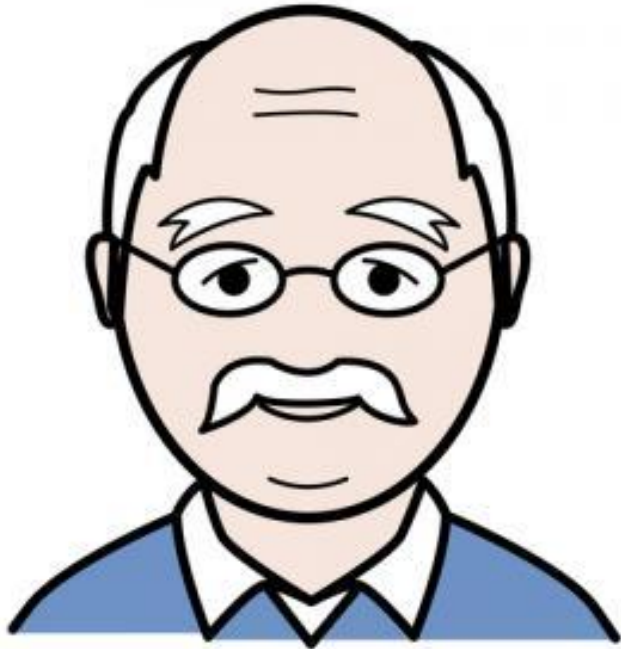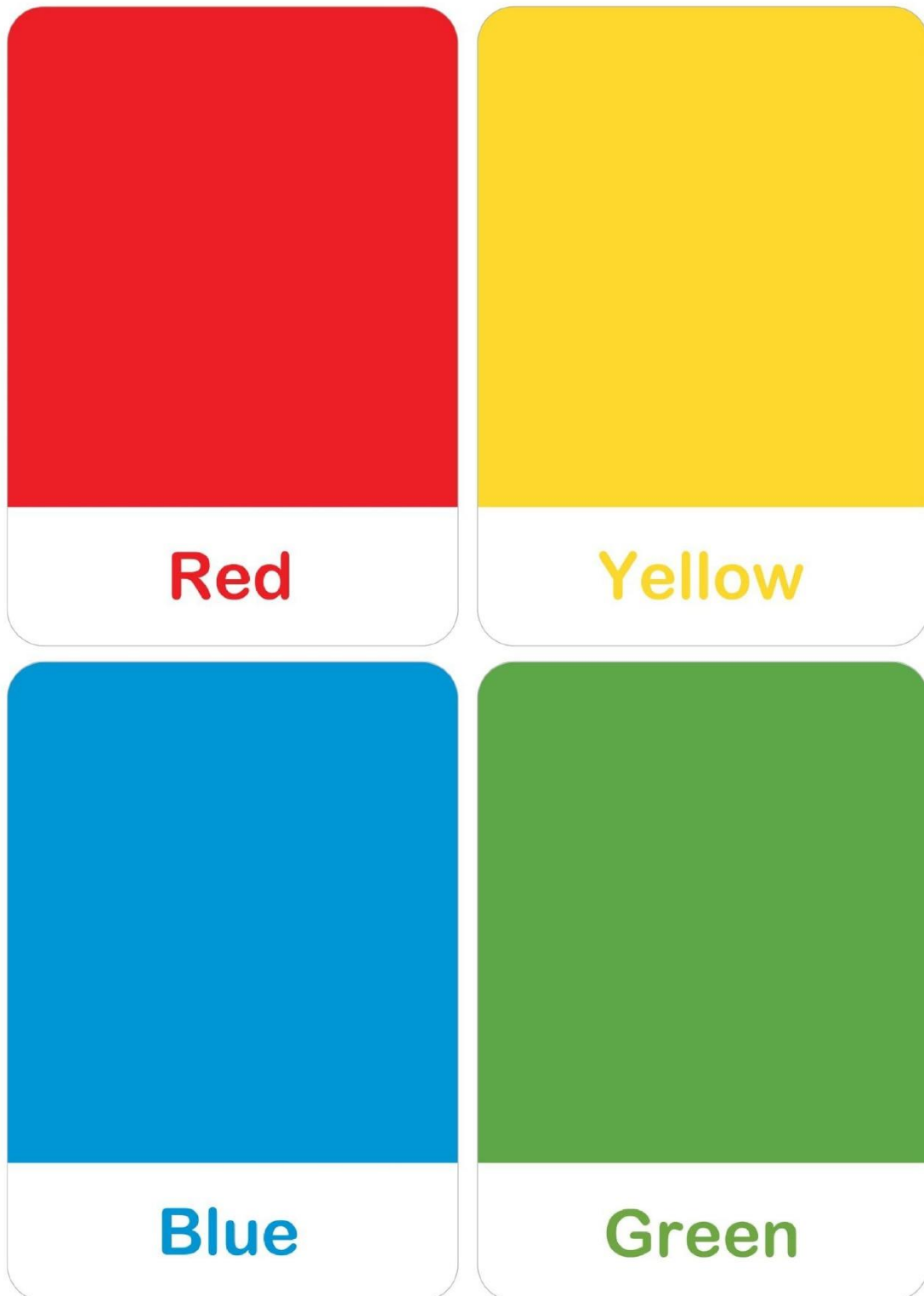
[14] Flashcards taken from the micro teaching project done in the subject Teaching English As A Foreign Language II in the 4th year of Infant Education.
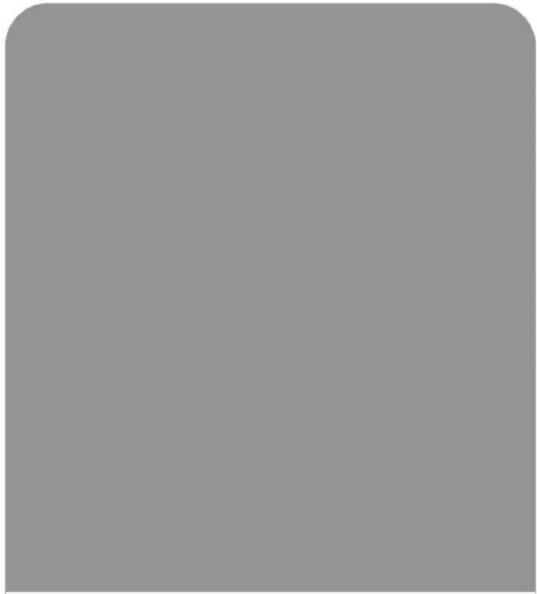
Grey
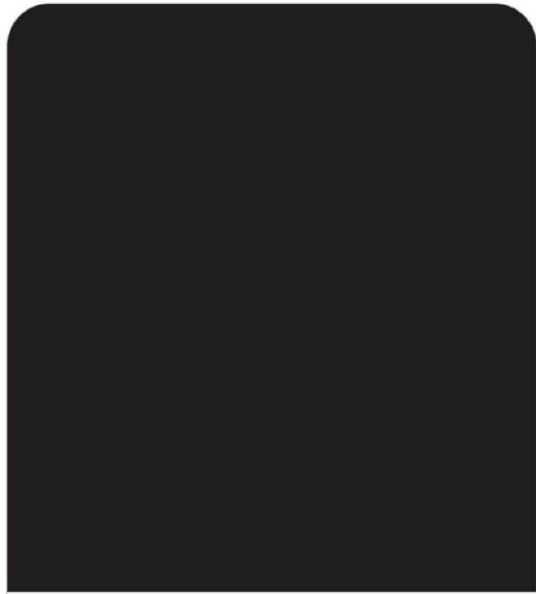
Black

Brown

White
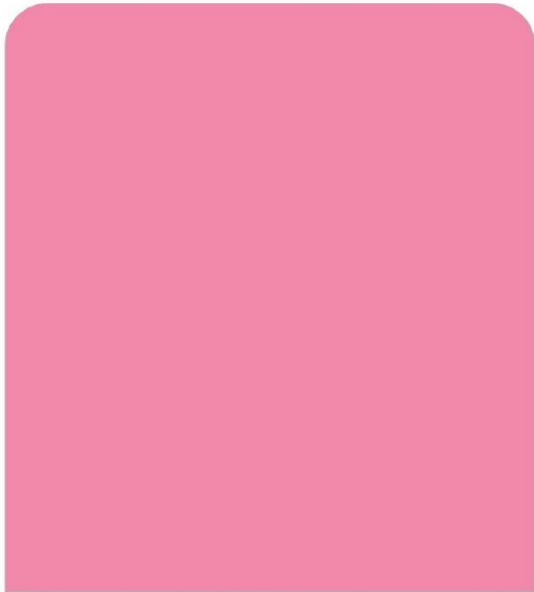
Pink

Orange
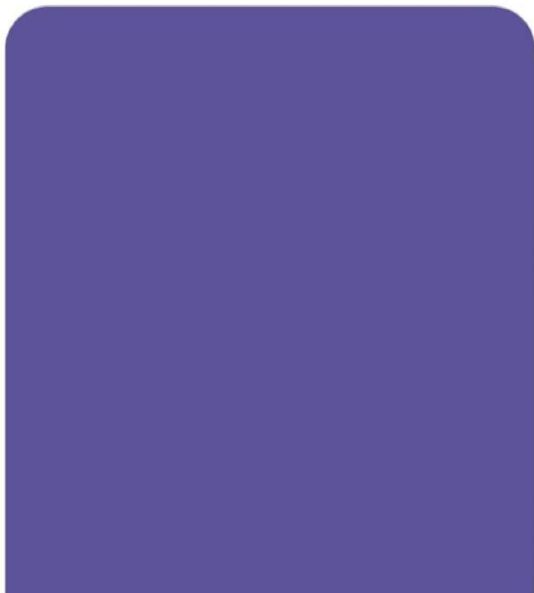
Violet
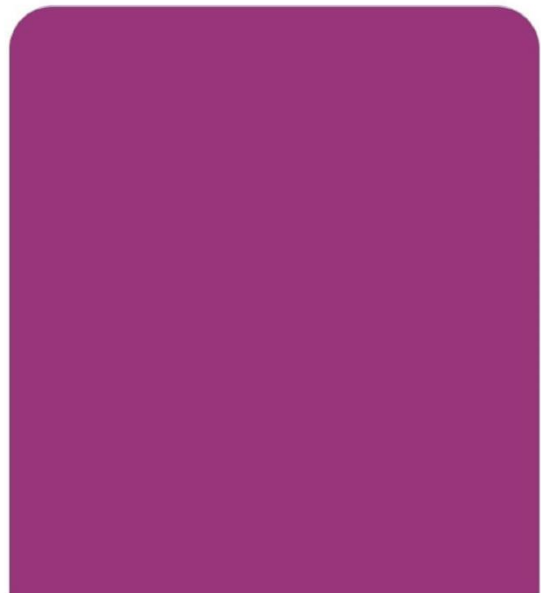
Purple

Mole

Scar

Glasses

Piercings

Big	Small
Big	Small

Young	Old
Young	Old

Long	Short
Long	Short

Young	Old
Young	Old
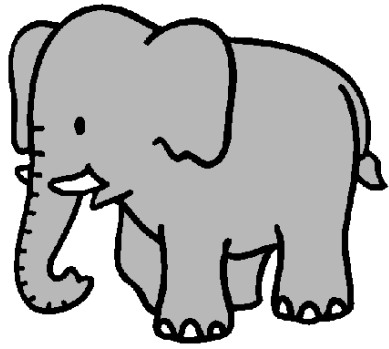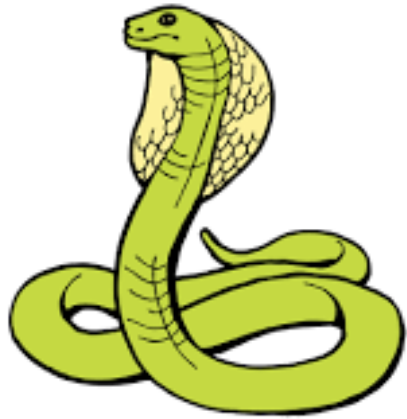
The boy we are looking for has short brown hair and brown eyebrows.

He has big blue eyes, small ears and big mouth.

His nose is small, and he has one scar in it.

He doesn't have piercings or glasses.

The girl we are looking for has long blonde hair and blonde eyebrows.

She has small green eyes, big ears, a small mouth and small nose.

She has pink cheeks and wears big black glasses.

She doesn't have any piercings.
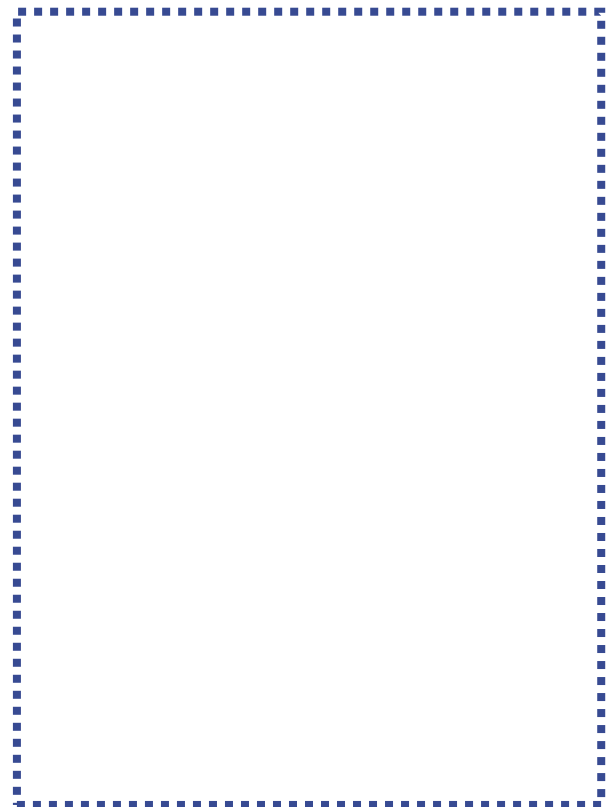
The boy we are looking for has long green hair and blonde eyebrows.

His nose is big, and his eyes are big and black.

He has a small nose with a mole on it, and a big mouth with a piercing on one side.
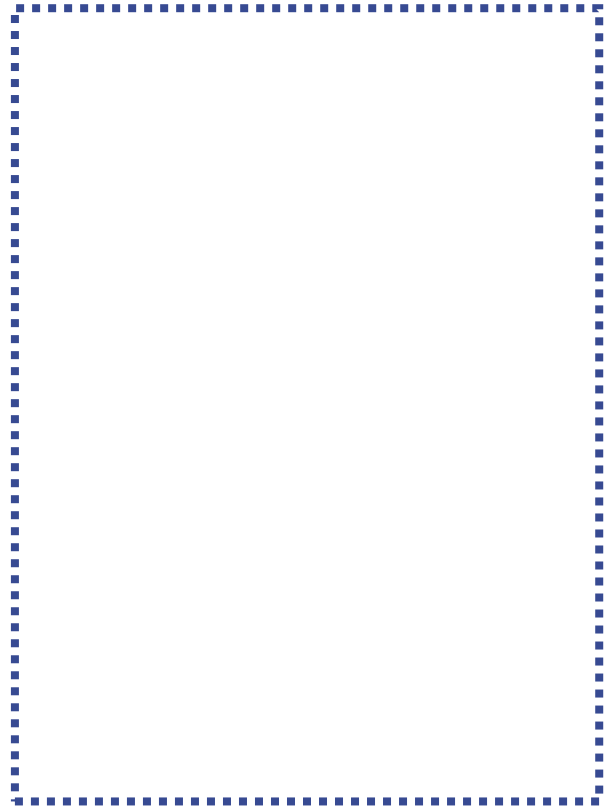
The girl we are looking for has short brown hair and brown eyebrows.

She has big purple eyes, a big nose, and a small mouth.

Her ears are big, and she has piercings on them.
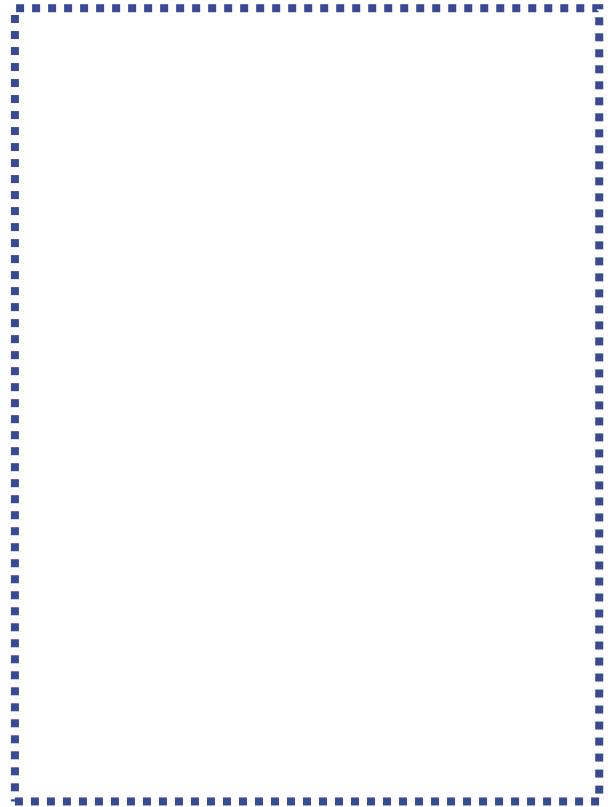
She doesn't wear glasses.
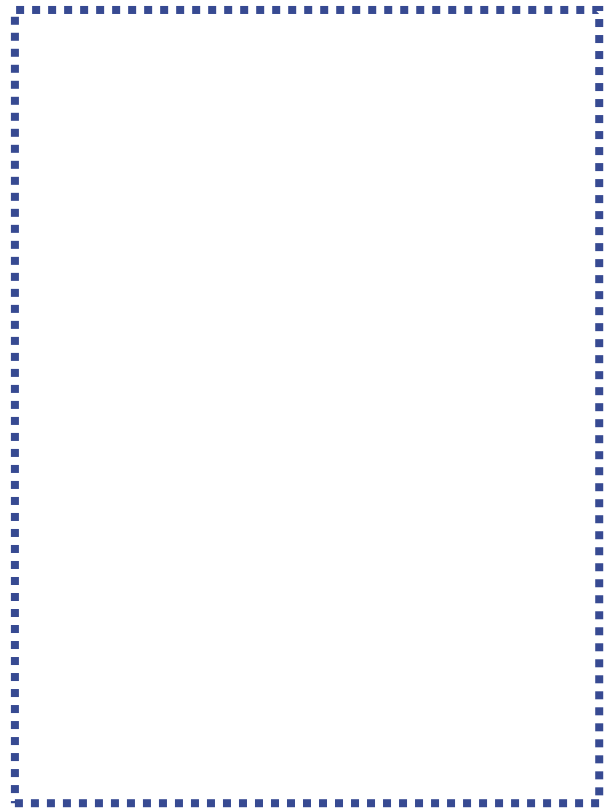
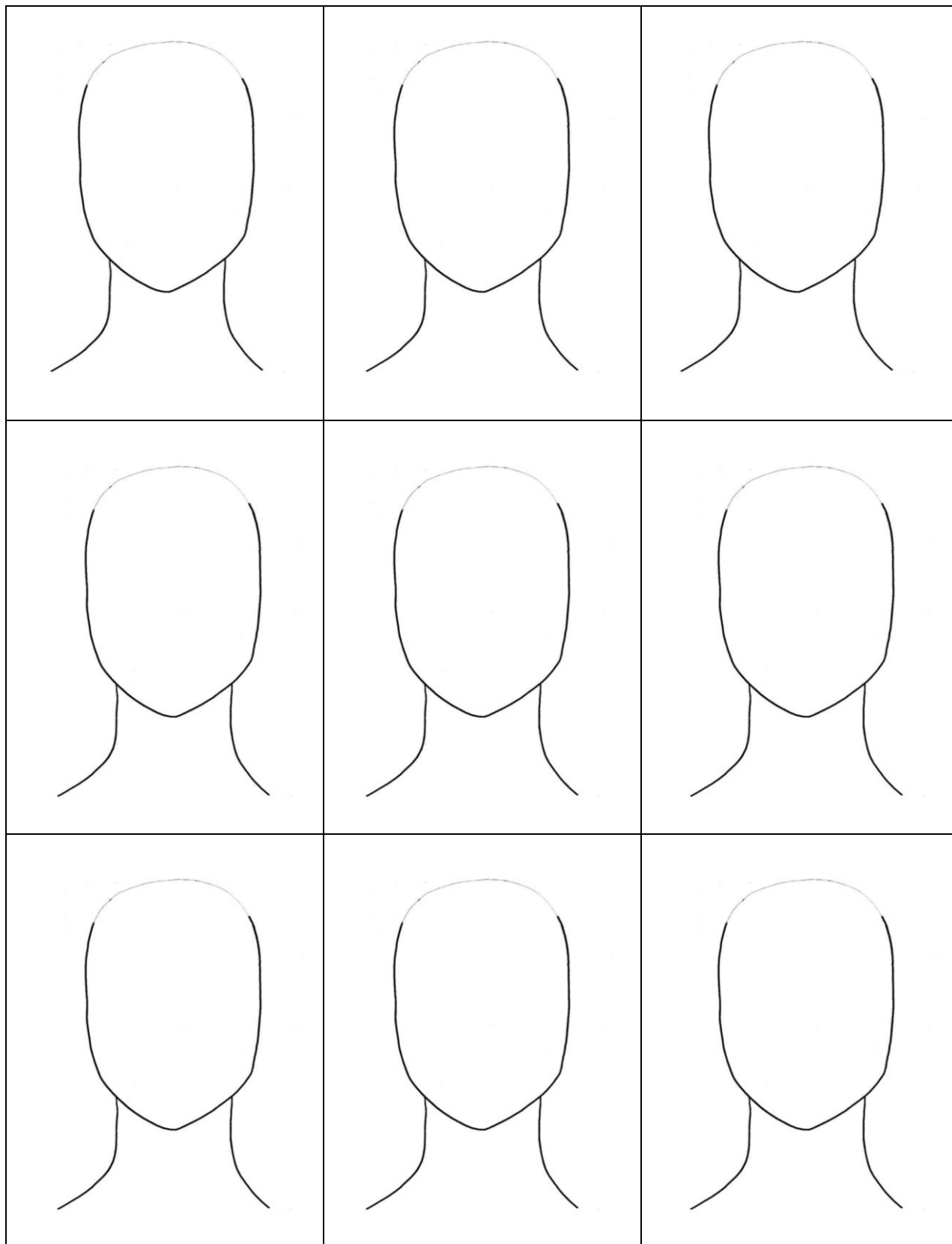The boy we are looking for has short blonde hair and brown eyebrows.

He has big blue eyes, a small nose and a small nose.

His ears are big, and he has a mole in one of them.

He wears red glasses.

WHO IS WHO STENCIL

In this stencil, the students (or the teacher) will be able to create different characters to play the game *who Is who.* Once the characters are created, we will laminate the stencil and with a whiteboard marker, play the game crossing the ones that we want to take out.

Eyes	Nose
Ears	Piercings
Chin	Face

Hair	Cheeks
Mole	Scar
Glasses	Eyebrows

Mouth
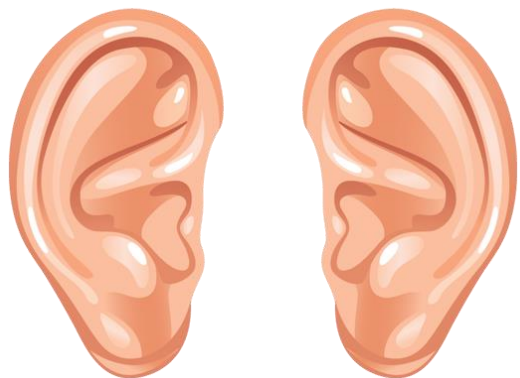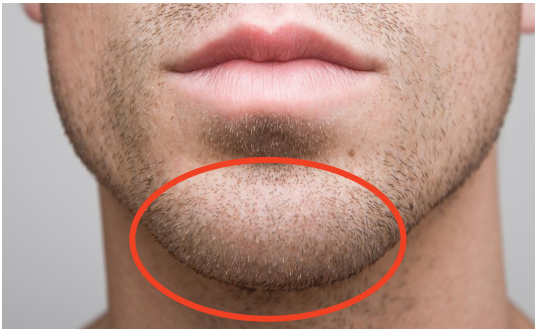
Name and surname:_____

I'M DESCRIBING

DESCRIPTION

_____

_____

_____

_____

_____

_____

_____

JAMES DESCRIBING THE SUSPECT

VIDEO

Video that James is going to send to the class, for them to hear and draw our suspect following the description - https://youtu.be/1OK_kRI8SaA

TRANSCRIPTION OF THE DESCRIPTION GIVEN BY JAMES

We are looking for a man.

He has short brown hair, and black eyebrows.

His eyes are big and green, and he has a small nose and a big mouth.

He has big ears, and a blue piercing in one of them.

On his chin he has a mole and a scar on his cheek.

EXAMPLE OF THE DRAWING