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2º CURSO DE EDUCACIÓN INFANTIL (4 AÑOS)

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RESUMEN

Este Trabajo de Fin de Grado es una Programación General Anual para el área de educación infantil: Conocimiento del entorno. Además, se trabajan contenidos de las áreas: Conocimiento de sí mismo y autonomía personal y Lenguajes: comunicación y representación, de manera transversal a lo largo de todas las unidades didácticas. Esta programación está dirigida al segundo curso de Educación Infantil y está basada en el enfoque AICLE (Aprendizaje Integrado de Contenido y Lengua).

Este trabajo está dividido en dos grandes partes. En primer lugar, un marco teórico en el que se desarrolla el contexto en el que se aplica la propuesta, así como las bases teóricas del enfoque AICLE y del tipo de actividades y evaluación planteadas. Además, en esta primera parte se fijan y organizan los objetivos, los contenidos, el plan de acción tutorial y las medidas de atención a la diversidad que se llevan a cabo. En segundo lugar, se desarrollan nueve unidades didácticas para el segundo curso de Educación Infantil. Las nueve unidades están agrupadas de tres en tres y cada grupo se lleva a cabo en un trimestre del curso. Además, el hilo conductor que ayuda a mantener la motivación de los alumnos y a fomentar el desarrollo de la competencia intercultural, fundamental en el enfoque AICLE, es el viaje alrededor del mundo. De estas nueve unidades, cuatro están desarrolladas en mayor profundidad, incluyendo las actividades que se realizan en cada sesión. Además, de una de estas cuatro unidades se incluyen también los materiales y recursos necesarios para ponerla en práctica y trabajar los contenidos que se plantean.

Palabras clave:

2º Educación Infantil, AICLE, Programación General Anual, unidades didácticas AICLE.

ABSTRACT

This Final Degree Project is an Annual Syllabus for the area of Infant Education *Conocimiento del Entorno*. Contents of the areas *Conocimiento de sí mismo y autonomía personal* and *Lenguajes: comunicación y representación*, are also discussed in a transversal way throughout all the didactic units. This syllabus is aimed at second year of Infant Education and it is based on the CLIL approach (Content and Language Integrating Learning).

This work is divided into two main parts. Firstly, a theoretical framework where the context, in which this proposal is applied, is described, as well as the theoretical foundations of the CLIL approach and the type of activities and evaluation proposed. Furthermore, in this first part the objectives, contents, tutorial action plan and measures to attend diversity are set and organized. Secondly, nine didactic units are developed for the second year of Infant Education. These nine units are divided in groups of three, and each group takes place in one term of the course. In addition, the common thread that maintains the motivation of the students and promotes the development of the intercultural competence, of paramount importance in CLIL, is a trip around the world. Four out of the nine units are elaborated in greater detail, including the activities carried out in each session. Also, one of these four units includes the necessary materials and resources in order to put it into practice and work on the contents that are proposed.

Key words:

Year 2 of Infant Education, CLIL, Annual Syllabus, CLIL didactic units.

INDEX

1. TABLE AND FIGURE LIST.....	7
2. GENERAL PRESENTATION	8
3. ANNUAL SYLLABUS.....	9
3.1. Introduction	9
3.1.1. Theoretical Justification	9
3.1.2. Socio cultural context	11
3.1.3. Teaching staff context.....	12
3.1.4. Psychoevolutive characteristics of the target students	12
3.2. Objectives	14
3.2.1. Main objectives	14
3.2.2. Area objectives and course objectives	14
3.3. Contents.....	15
3.3.1. Sequencing of contents of the official curriculum of the Community of Madrid	15
3.3.2. Sequencing in Didactic Units.....	15
3.4. CLIL Approach.....	15
3.4.1. Methodological Principles	16
3.4.2. The 4Cs.....	17
3.4.3. Scaffolding.....	19
3.4.4. Teacher's role and student's role	19
3.5. Activities and Resources	20
3.5.1. Activity-type	20
3.5.2. Human, Material and ICT resources	21
3.5.3. Space and time resources	22
3.5.4. Classroom organization and management	23
3.6. Assessment and Evaluation Strategies.....	24
3.6.1. Formative Assessment	26
3.7. Attention to diversity through CLIL.....	27
3.7.1. Cognitive demand analysis: HOTS and LOTS	28
3.7.2. Ordinary measures to attend to diversity	29
3.7.3. Extraordinary measures to attend to diversity	29
3.8. Tutorial Action Plan and Collaboration with Families	30
3.9. Complementary and Extra-curricular Activities.....	31
3.9.1. Out-of-class activities.....	31
3.9.2. Extensive reading programme	32
4. DIDACTIC UNITS	33
4.1. First term: Japan.....	33
4.1.1. Unit 1: YOKOSO/ WELCOME	33
4.1.2. Unit 2: ICHI, NI I SAN/ ONE, TWO AND THREE.....	38
4.1.3. Unit 3: ARIGATO/ THANK YOU	43
4.2. Second term: Kenya.....	60
4.2.1. Unit 4: WANYAMA/ THE ANIMALS	60
4.2.2. Unit 5: MRABA, MDUARA NA PEMBETATU/ SQUARE, CIRCLE AND TRIANGLE.....	80
4.2.3. Unit 6: MEWZI/ MOON	98
4.3. Third term: Russia.....	115
4.3.1. Unit 7: SNEG/ SNOW	115

4.3.2.	Unit 8: MATRESHKI/ MATRYOSHKA.....	121
4.3.3.	Unit 9: PLANETY/ PLANETS	127
5.	CONCLUSIONS.....	132
6.	REFERENCES AND BIBLIOGRAPHY	134
7.	APPENDICES.....	137
7.1.	Appendix A: Objectives of the second cycle of Infant Education	137
7.2.	Appendix B: Contents of the second cycle of Infant Education	137
7.3.	Appendix C: World map	137
7.4.	Appendix D: John, the traveller.....	138
7.5.	Appendix E: Japan poster.....	138
7.6.	Appendix F: Unit 3-Arigato. Rotation of the groups.....	139
7.7.	Appendix G: Unit 3-Arigato. Materials and resources.....	140

1. TABLE AND FIGURE LIST

TABLE LIST

Table 1: Objectives of each of the educational stages.

Table 2: Sequencing of the contents in Didactic Units.

Table 3: Complementary and extraordinary activities.

FIGURE LIST

Figure 1: The 4 Cs Framework.

Figure 2: Bloom's Taxonomy (2001).

2. GENERAL PRESENTATION

This final degree project is an annual syllabus for the second year of Infant Education. The project is divided into two related parts. The first part is a theoretical framework in which different topics are addressed, among these the context of the school in which the proposal is applied, the psychoevolutive characteristics of four-year-old children, the sequencing of contents and objectives based on the Decree 17/2008, the type of activities developed, the evaluation strategies, and attention to diversity strategies used, the tutorial action plan and the complementary and extra-curricular activities proposed. Furthermore, this syllabus is based on the CLIL (Content and Language Integrating Learning) approach, so there is also a theoretical justification for this dual approach in which content and a foreign language are worked at the same time.

In the second part of the project, nine didactic units are developed, four of them in greater detail, including activities to work on the proposed contents and objectives. Thus, all these didactic units are based and justified on the theoretical and methodological principles defined in the first part of the project. The activities proposed in this second part are based on a meaningful learning, typical of CLIL, as well as learning guided by the teacher in which the students are the main characters, and their individual abilities and skills are the most important starting point. For this reason, different types of activities are proposed in all the units, taking into account all the multiple intelligences: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal and naturalist (Gardner, 1985).

I would not like to finish the presentation of this project without highlighting the motivations that have led me here. A year ago, in my penultimate year of university, I took a subject called CLIL. Until then, I did not know exactly what it was, but my teachers Alfonso López and Magdalena Custodio, taught me a world full of possibilities, from which children could enrich and enhance their learning. They taught me all the benefits that CLIL could have and the reality behind teaching Science or Arts in English. It is for this reason that this year I dared to do this work. I knew it was going to be a challenge for me, but I did not want to miss the opportunity to learn from this approach, which is so important nowadays and that is gaining so much weight in today's education.

I believe, without any doubt, that the world should be full of brave teachers who accept the current challenges of education, in order to move together towards a better world.

That is why I want to do this project and contribute to the creation of the education I believe in.

3. ANNUAL SYLLABUS

3.1. Introduction

In this section a theoretical justification of the work is developed, as well as an analysis and description of the school in which the project is implemented. It also includes an analysis of the psychoevolutive characteristics of the four-year-old students.

3.1.1. Theoretical Justification

Since 2004, the Community of Madrid has implemented a model of State Bilingual Education in which students not only study English as a foreign language but also receive curricular instruction for other subjects in English. English therefore becomes a working language which is used cross-curricularly in the schools (Consejería de Educación y Juventud, 2018-2019, p.39).

Due to the importance that English has acquired over the last few years, the Community of Madrid, in terms of education, has evolved along the society and the globalization tendency, offering bilingual schooling in many public schools.

At first, bilingual education was only for primary and secondary courses but later, in 2017, it was extended for Infant Education to encourage the use and learning of a second language (L2) to very young learners. This is collected in the Orden 2126/2017 where it is set

El fomento del plurilingüismo como un objetivo irrenunciable para la construcción de un proyecto europeo, para que los estudiantes se desenvuelvan con fluidez al menos en una primera lengua extranjera, cuyo nivel resulta decisivo para favorecer la empleabilidad y las ambiciones profesionales. (p.157).

As the Orden 2126/2017 establishes, the European communities participate in bilingual programs due to “the people of Europe are building a single Union out of many diverse nations, communities, cultures and language groups” so if all those nations have a common language, the communication and coexistence will be much easier (Commission of the European communities, 2003, p.3). This is why the European Union also supports bilingual education and creates an action plan to extend the benefits of life-long language learning to all the citizens, to improve language teaching and to create a more language-friendly environment (Commission of the European communities, 2003).

Moreover, families have played a crucial role to carry out the implementation of this bilingual program, through the CLIL approach, in many public schools. This is because they have seen the need for their children to learn a second language that will provide them better opportunities in the future (Ioannou, 2012).

The implementation of this bilingual model in Infant Education has led to many changes in different aspects, such as the methodology, the type of materials and activities used, the students and teacher roles, the assessment or the scaffolding resources. Despite this changes, it is a good choice to bet on a dual-focused educational approach as CLIL, in which an additional language is used for the learning and teaching of content and language (Marsh, Mehisto, Wolff, & Frigols, 2010, p.11). Their goal is to acquire subject knowledge but also skills in L2, and it is here where the challenge of CLIL lies. For this reason, CLIL consists in teaching a subject through another language and not teaching a subject in another language (Dale & Tanner, 2012). CLIL provides the opportunity to learn a L2 and content in a meaningful way using real situations. In addition, in CLIL the students learn from the dialogue with their classmates, their teachers and with the environment around them, which is embedded in the culture of the L2 (Ioannou, 2012).

Due to CLIL benefits, many countries and regions in Europe, including the Community of Madrid, have implemented CLIL in their schools. Dale & Tanner (2012) highlight the following, which are developed in different sections of this syllabus:

- CLIL learners are motivated
- CLIL learners develop cognitively and their brains work harder
- CLIL learners develop communication skills
- CLIL learners make new personal meaning in another language
- CLIL learners' language progresses more
- CLIL learners receive a lot of input and work effectively with that input
- CLIL learners interact meaningfully
- CLIL learners learn to speak and write
- CLIL learners develop intercultural awareness
- CLIL learners learn about the culture of a subject
- CLIL learners are prepared for studying in another language
- CLIL learners learn in different ways.

3.1.2. Socio cultural context

El Trébol is the school where this syllabus has been designed. It is a private invented school. The school offers Infant and Primary Education, and also secondary and higher secondary school. It has three classrooms for each course and one Autism spectrum disorder (ASD) classroom in all courses. El Trébol is a preferred school for children with autism. ASD students spend most of their time in the ASD classroom, but the school tries to progressively incorporate them into the ordinary classroom. This is due to the confidence and belief in the benefits of socializing ASD pupils with other children and *vice versa*.

The school is committed to a comprehensive education for students, developing mind, heart, body and spirit. To get it, it is based on the phases that Aldrete de Ramos (2016) defines, and uses them as its general objectives (Table 1):

Table 1: *Objectives of each of the educational stages.*

Edad	Área educativa	Objetivo	Medios	Resultados deseados
0-6 años	Educación de los apetitos vitales	Enseñar a autodominarse	Crear una situación ordenada y consecuentemente con oportunidad de crecer en autonomía	Hábitos de orden y disciplina vital, que permitan obrar bien con cierta facilidad.
6-11 años	Educación del corazón	Enseñar a querer	Ofrecer un ambiente de exigencia y cariño, de sobriedad y fortaleza	Actitud de comprensión cariñosa y de misericordia hacia los débiles, los pobres o los enfermos.
11-15 años	Educación de la voluntad	Enseñar a servir	Dar motivos congruentes y valiosos que impulsen la voluntad a realizar el bien debido en justicia	Disposición de servicio y preocupación por participar en el bien común.
15-18 años	Educación de la inteligencia	Enseñar a pensar	Crear un ambiente que les permita convivir con la verdad	Postura definida ante la vida coherente con un sistema de valores.

Source: Adapted from Aldrete Ramos (2016).

Taking this into account, in Infant Education, and particularly in year 2, one of the main objectives is the autonomy and the establishments of routines.

El Trébol is located in the North of Madrid, in the neighbourhood of Pinar the Chamartín. Most of the students at the school come from families in the area, so their socio-cultural context is medium-high, since most parents have university education.

The school is divided into two buildings. In the tallest are the classes, the computer rooms, the offices, orientation and psychological cabinet, the meeting rooms, the secretary and administration rooms...; in the other there is a sport center and an indoor pool.

Despite the fact that the school is specialized in children with autisms, there are also students with other educational needs, such as disorder of hyperactivity or dyslexia. This annual syllabus is created for a year 2 class in which there is an ASD student and a student with attention deficit and hyperactivity disorder (ADHD).

3.1.3. Teaching staff context

All the school staff is committed to its goals. They fully trust in the beliefs of the school and carry them out with enthusiasm. They are professionals who are in continuous training, whose sole interest is to promote the comprehensive development of school children.

The organization of the school staff is as follows:

- Management team: the director, the representative of the orientation team and the study managers of each of the stages.
- Ordinary classroom and TEA classroom tutors.
- Specialist teachers: EFL teachers, CLIL teachers and Language Assistants, Physical Education and Music teachers.
- Hearing and language professionals and therapeutic pedagogue.
- Administration and service staff.

3.1.4. Psychoevolutive characteristics of the target students

Coll (1990) says that the psychoevolutive development is the result of complex interactions that are defined between the biological aspects of a person and their physical and social stimulation that they receive in their daily life.

From the beginning of life, children are in direct contact with an environment that provides them with different things. Based on this, two processes can be described. The first one is the assimilation process or the incorporation of the environment into the organism, in other words, the action of the environment on the organism. The second one is the accommodation process, or the modification of the organism due to the influence of the environment. Both processes, assimilation and accommodation, are a cognitive challenge for children, which consequently allow them to learn.

Throughout Infant Education children evolve, develop and grow very rapidly, and they are susceptible to any social or cultural influence.

The development of children throughout these years is divided as follows:

- **Cognitive development:** At the age of four, children develop the theory of mind, which is the ability and capacity to understand and predict the behaviour of other people, their knowledge, their intentions and their beliefs (Tirapu-Ustároz, Pérez-Sayes, Erekatxo-Bilbao, & Pelegrín-Valero, 2007).
Piaget (1986) affirms that children at this age are in the pre-operational stage, in which symbolic thought arises, linguistic capacities increase, more structured ideas begin to be built, and the concepts of space, causality, numbers and classifications are understood. However, this thinking is limited and influenced by an egocentric and intuitive perspective. In addition, focused and selective attention is developed (Campo Terner, 2009).
- **Emotional development:** The theory of the mind allows them to understand and know their emotions and those of others. The moral conscience begins with the feeling of guilt. They tend to have a lot of intrinsic motivation.
- **Social development:** It is characterized by social interaction with peers and spontaneous play. They tend to imitate and collaborate with adults, and competitiveness begins to develop.
- **Motor development:** It evolves fine motor skills, improving hand-eye coordination so they begin to use the pencil to spell letters and numbers (Berger, 2007).

3.2. Objectives

3.2.1. Main objectives

The purpose of the Infant Education is, according to the Decree 17/2008:

Contribuir al desarrollo físico, sensorial, intelectual, afectivo y social de los niños. Atender progresivamente al desarrollo del movimiento y de los hábitos de control corporal, a las diferentes formas de comunicación, al lenguaje, a las pautas elementales de convivencia y de relación social, así como al descubrimiento de las características físicas y sociales del medio. Además, se facilitará que los niños elaboren una imagen de sí mismos positiva y equilibrada y adquieran autonomía personal (p.7).

In addition, the Community of Madrid in the Decree 17/2018 sets some capacities and skills that the Infant Education should promote:

- Know their own body and those of others and its possibilities of actions, acquire an adjusted image of themselves and learn to respect differences.
- Observe and explore their familiar, natural, social and cultural environment.
- Acquire progressive autonomy in their usual activities.
- Develop their affective capacities.
- Acquire habits related to hygiene, health, food and safety.
- Relate with others and progressively acquire elementary guidelines for coexistence and social relationship, as well as exercise in the peaceful resolution of conflicts.
- Develop communication skills in different languages and forms of expression.
- Begin with logical-mathematical skills, reading, writing and movement, gestures and rhythm.
- Develop creativity.
- Begin in the knowledge of science.
- Begin experimentally in oral knowledge of a foreign language

3.2.2. Area objectives and course objectives

The second cycle of Infant Education is divided into three content areas:

- *Conocimiento de sí mismo y autonomía personal*
- *Conocimiento del entorno*
- *Lenguajes: Comunicación y representación.*

The Community of Madrid proposes the objectives for each of these areas (see Appendix A).

3.3. Contents

3.3.1. Sequencing of contents of the official curriculum of the Community of Madrid

The contents of the second cycle of Infant Education are included in the Decree 17/2008.

Each school can distribute these contents throughout the three school years.

The educational contents are organized based on children's experience and development and are addressed through interesting and meaningful globalized activities for children (Appendix B).

3.3.2. Sequencing in Didactic Units

Table 2: *Sequencing of the contents in Didactic Units.*

	First Term: JAPAN	Second Term: KENYA	Third Term: RUSSIA
Unit 1	Landscapes, natural environment phenomena, means of transports, clothes and animals.	Landscapes, natural environment phenomena, means of transports, clothes, animals, villages of the world, traditions and customs.	Landscapes, natural environment phenomena, means of transports, clothes and animals.
Unit 2	Basics quantifiers (one, various), manipulative sum, objects attributes (colour, form and size), binary sequences, groupings, comparison and basic notions of measurement (large, medium, small).	Basics quantifiers (everything, notching, something), symbolic sum, objects attributes (colour, form and size), ternary sequences, groupings, comparisons and basic notions of measurement (large, medium, small/ long, short) and temporary location of everyday activities.	Basics quantifiers (everything, notching, something), manipulative subtraction, objects attributes (colour, form and size), sequences, groupings, comparisons and basic notions of measurement (large, medium, small/ long, short)
Unit 3	Traditions and customs, the five senses (hearing, sight, touch, smell and taste)	The universe, the moon, the stars and space travels.	The universe, the sun and the planets.

Source: Author.

3.4. CLIL Approach

Ioannou (2012) sets three basic universal principles about CLIL. The first one is that CLIL is a content-driven approach because “non-language subjects are taught through a foreign language” (p. 498); the second one is that CLIL requires a unique and particular educational methodology, which is described below; and the last principle is that the teachers have to promote a quality learning experience, based on the 4Cs framework (Colyle, Hood & Marsh, 2010).

3.4.1. Methodological Principles

CLIL implies a high cognitive and linguistic demand for students, so it is necessary to define methodological principles that help to overcome them. According to Custodio Espinar (2019a), the essential methodological principles to carry out a CLIL syllabus are the following:

- Four basic elements must be included: content, cognition, communication and culture in order to generate the activities and resources necessary for learning.
- It is necessary to work the language from two different perspectives: BICS (Basic Interpersonal Communication Skills), to carry on an everyday conversation; and CALP (Cognitive Academic Language Proficiency) to describe abstract concepts (Cummins, 1999)
- The content determines the linguistic demands that the teacher must analyse. This analysis should guarantee the development of strategies to support interaction (scaffolding).
- Attention to diversity is essential to guarantee meaningful learning of content. For this, Bloom's taxonomy (2001) is a very useful tool to facilitate the adaptation of the cognitive demand of activities to the level of cognitive development of each student.
- The inclusion of methodological strategies such as strategies as strategies focused on students, strategies that promote autonomy, strategies that promote communication, flexible strategies that adapt to needs...
- The development of activities connected with the curricular objectives, that are open and flexible, that connect with the interest of the students, that are realistic and motivating, that allow the assessment of processes and results...
- The resources used must promote interaction and autonomous learning. ICT must be included to help students progress as their own pace and autonomously.
- The organization of the classroom must promote interaction, motivation and confidence.

Meyer (2010) also defines quality principles and strategies such as the acquisition of L2, different teaching methodologies and cognitive psychology. These strategies are:

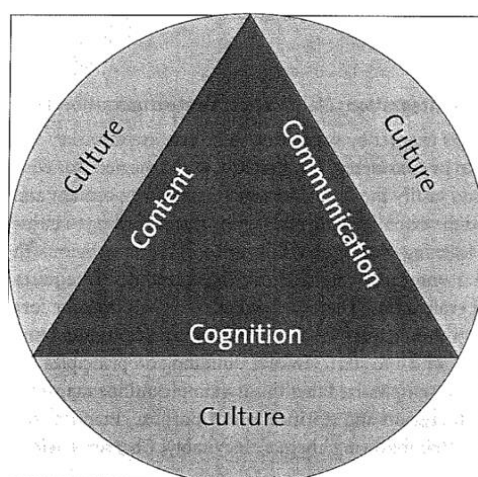
- Rich input: meaningful, challenging, authentic and multi-modal.

- Scaffolding learning: It is necessary to support the students to carry out the learning. It is essential to support them in both: content and language.
- Rich interaction and pushed output: Tasks should promote the conversation in a productive way. In addition, teacher must design activities that encourage students to speak between them.
- Adding the (Inter-) cultural Dimension: To prepare out students for success in the globalized world, teachers must teach them L2, the styles of non-verbal communication, the countries that speak that language and their culture... In conclusion, they must create an environment that takes into account the L2 and its culture.
- Make it H.O.T: The thinking skills are the key to success in today's world. CLIL must promote higher order thinking.

3.4.2. The 4Cs

The 4 Cs framework offers a theoretical and methodological foundation to plan CLIL lessons and create materials. “It integrates four contextualized building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship)” (Coyle et al., 2010, p. 41).

Figure 1: *The 4 Cs Framework.*



Source: Coyle et al., (2010).

The framework is made up of four elements that relate to each other to achieve content learning and language learning within specific contexts. An effective CLIL takes place as a result of the relation between the 4 Cs through

the progression in knowledge, skills and understanding of the content; engagement in associated cognitive processing; interaction in the communicative context; development of appropriate language knowledge and skills and the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and otherness (Coyle et al., 2010, p. 41).

The 4 Cs can be explained as follows:

- **Content:** Is the subject matter divided into que acquirement of knowledge and skills and the creation of own knowledge, in other words, the development of personalized learning.

The content in CLIL depends on the context of the learning institutions. This involves the teacher availability, the language support, the age of the learners and the social demands of the environment.

- **Cognition:** CLIL promotes cognitive or thinking skills. The teachers should “analyse thinking processes for their language demands and teach students the language they need to express their thoughts and ideas” (Bentley, 2010, p. 7).

Bloom’s taxonomy can be used to plan a progression of activities and to create tasks that promote higher order thinking (H.O.T) as create or produce new work; evaluate or justify a stand or decision; or analyse or draw connections among ideas.

In addition, learners need to be aware of their own learning through developing metacognitive skills such as learning to learn.

- **Communication:** Communication in CLIL classes is meaningful because the students use the L2 in order to learn content. The teacher has to take into account the language of learning, in other words, the specific language to access to the content and the concepts relating to a subject; the language for learning, the foreign language that the students need for discuss, debate and do the tasks in relation with the content; and the language through learning, the incidental and emergent language.
- **Culture:** The teachers have to help their students gain different perspectives in order to see content from all perspectives and reflect on it. The intercultural competence should be developed. This includes the knowledge of other cultures; the understanding of them, and the capacity of compare them with others; the practice of the knowledge, the attitudes and the skills; and finally, the capacity to give opinions and be critical with others cultures, in other words, the critical cultural awareness.

3.4.3. Scaffolding

“Scaffolding is the steps teacher take to support learners so that they can understand new content and develop new skills” (Bentley, 2010, p. 69). After that, the students are able to use the new learning in different contexts and situations, solving similar problems themselves the next time. It is a temporary support, so the teachers have to plan for the removal of the scaffold.

The scaffolding purposes are, as Meyer (2010) affirms, the reduction of the cognitive and linguistic load of the content, the accomplishing of a given tasks, and the supporting of the language production.

Teachers have to provide scaffolding for content but also for language. According to Dale and Tanner (2012), they can provide reception, transformation or production scaffolds. The first ones are for guiding understanding and help students to understand and process information from input; the second ones help learners to select, change and organise information into different forms. The rationale is to promote conceptual redundancy, to support students with different learning styles and to promote active and hands-on learning. The last ones help students to produce and create something new in order to show their understanding. To create and design production scaffolds the teacher have to do a language demands analysis.

In this annual syllabus some scaffolding resources are proposed such as visual organizers, pictograms, flashcards, words banks, grammar structures banks and constructive feedback.

3.4.4. Teacher’s role and student’s role

According to Pérez Cañado (2017) a CLIL **teacher** needs to develop the following skills:

- Linguistic competence: focuses on BICS, the everyday language; and CALP, more abstract and academic language (Cummins, 1999).
- Pedagogical competence: teachers have to know the working methodologies, the available resources and the different types of assessments.
- Scientific knowledge: implies the knowledge of the content of the curriculum and the knowledge of the theoretical underpinnings of CLIL.
- Organizational competence: Includes the learning modalities, grouping and control strategies and classroom management.
- Interpersonal and collaborative competence: It refers to the capacity to create an adequate classroom atmosphere to learn and to promote teamwork.

- Reflecting and development competence: teachers have to carry out lifelong learning in order to be up to date with the latest research.

CLIL teachers should guide students learning. They must create the necessary materials and resources so that the students can access the content in the most autonomous way, in order to create their own learning. As Dale and Tanner (2012) said, CLIL teachers need to have a clear understanding of how their subject uses language to support the students in the different challenges associated with the language of the subject. Also, they need to know how to activate their student's previous knowledge to provide multimodal input and to guide the students in their learning process. Moreover, CLIL teachers have to learn how to assess their students and how to give meaningful feedback to them.

The **students** must have a leading role in the classroom. They must participate in an active way in their learning as well as develop self-regulation and responsibility for their own learning. To achieve this, in this annual syllabus the use of materials that promote metacognition is proposed. Thus, strategies as the Learning Intentions Wall or the KWL chart are used. In addition, the students at Infant Education learn by playing and also by manipulating objects, so they have to feel safe to be spontaneous to perform different actions that allow them to learn (Anderson, McDougald & Cuesta Medina, 2015).

3.5. Activities and Resources

3.5.1. Activity-type

This annual syllabus proposes different types of activities, taking into account the variety of learning styles. There are activities for those students who prefer a visual learning, activities for those who prefer auditory learning, and also others for the ones that prefer kinesthetic or manipulative learning. Moreover, the activities promote the meaningful learning of the students and also connect contents between them, with L2 and with their lives.

The activities also take into account teaching-learning strategies in which the student is the protagonist, strategies that promote student autonomy and students' interactions, strategies that encourage the development of key competences, and finally, flexible strategies that allow individualized teaching (Custodio Espinar, 2012).

All the sessions in the syllabus are divided into the following stages:

- **Warm up and activation of previous knowledge:** These activities are designed to create a learning context. It usually starts with songs about the days of the week and the weather. This allows the students to position themselves and it is a good routine to start every day. This stage it also includes an activity that elicit the previous knowledge of the students about the content that is going to be worked.
- **Practice and consolidation:** In this stage the teacher has to plan activities to achieve the objects of the session. It is the longest part of the session and the teacher has to make sure that all the students have access to the content. In this stage the teacher has to plan activities from lower to higher cognitive demand. Moreover, the teacher has to anticipate the linguistic demands of the content and plan scaffolding resources for those students who need it.
- **Back to the calm:** These activities aim to end the sessions in a calm and relaxed way. After the practice activities, students need to be aware of what they have done and how they have done it. It is also a good moment to do self and pair assessment.

3.5.2. Human, Material and ICT resources

In order to develop the CLIL sessions it is necessary to have human, material and ICT resources.

First of all, **human resources** include the people who participate, more or less actively, in the learning process of the students. These are the CLIL teacher, who prepares the activities and material resources that are necessary for the students to carry out their learning in the most autonomous and meaningful way, integrating content and language; the language assistant, who participates in the process of learning offering a native language, as well as the work in pronunciation and fluent conversation; and the families, that motivate and participate as much as possible in the learning process of the students, as well as carrying out an educational work in coherence with the education in the school, rowing both institutions towards the same direction and working together.

Secondly, **material resources** that allow students to access to the content in a meaningful way. The materials must be created in coherence with the objectives that the CLIL teacher and the students want to achieve, as well as considering that the materials promote a learning full of connections between the different contents worked on, the language, and the interests and the life of the students. Only in this way the students can learn the content in a meaningful way, allowing them to apply what they learn outside of the school, in

their daily lives. As Mehisto (2012) stated “The learning materials can be defined as information and knowledge that are represented in a variety of media and formats, and that support the achievement of intended learning outcomes” (p.15).

To achieve this, the materials created in the didactic units are not only focused on learning the L2 itself, but also on the understanding of the cultural environment of the language. With this in mind, materials such as flashcards, games such as bingos or twisters, visuals organizers, worksheets to consolidate what students have learned, and many others, have been created. Some of these materials are scaffolding resources, focused on supporting the learning of all the students. It is very important to include this type of materials in CLIL because the learning in another language involves language demands and a higher cognitive demand of the students, so they must be supported by scaffolding materials.

Finally, the **ICT resources**, that nowadays play an important role in schools. The technology is a resource that all teachers must have in their classrooms since it is a great source to motivate the students. Furthermore, the information and communication technology are a current reality in society and schools must progress along with it. Thus, the teachers cannot deprive students of the use of technologies, because they are part of their lives. Teachers, and especially CLIL teachers, have to learn how to take advantage of technology, and use it to connect students with other realities.

The use of technology in the didactic units of this annual syllabus is mainly for watching videos, listening to songs, searching information, doing interactive puzzles etc. The most used ICT resources are tablets and digital whiteboards.

3.5.3. Space and time resources

Typically, the class is associated as the only workplace in the school. However, there are many other **spaces** where students can learn, which teachers should consider.

In this annual syllabus, the teaching-learning process is carried out in different spaces, such as the classroom, the playground, the kitchen or the dining room... All of them are workplaces that allow extrapolation of learning beyond the school.

Equally, it is very important to create an environment in which all students feel safe and in which everyone has the freedom to speak and share their knowledge, opinions and feelings. Teachers and students have to create together a learning environment based on their characteristics and needs.

Taking into account the **time** resource, as this annual program is for Infant Education, the session has been made as flexible as possible, so that they can be divided into several days depending on the time available and the most convenient activities for each group of students. In total there are nine didactic units with 79 sessions that are distributed throughout the school year. The first three units will be developed in the first term, the following three in the second one, and the last three units in the third term. In each didactic unit there are eight sessions, except in unit three that there are eleven sessions and in unit four and six that there are ten sessions. Each session lasts 45 minutes.

3.5.4. Classroom organization and management

The basic needs of the students must be taken into account to **organize the classroom** space. Some of these are the need for autonomy, so all the materials and resources will be available to the students, so that they can get up and take themselves; the need for socialization, so the tables will be placed in groups to promote the group working and the interaction and the need for playing, so there will be an empty big space without tables or chairs so the students can take out the games they want to play (García Márquez, 2010).

Regarding **classroom management**, it is important to highlight the need to spend time at the beginning of the year to establish routines and rules for the class.

Routines are very important in Infant Education to promote the autonomy of the students, which is one of the main objectives of this stage of education. Due to this reason, all the sessions have the same stages, always having an initial assembly with a warm up activity, and a final assembly with a back to the calm activity. Routines aimed at personal autonomy and health are also important, such as hand washing or going to the bathroom before the nap.

In addition, students have to get used to the rules since early childhood. Therefore, from the first day a set of clear and simple rules must be established, in order to create a safe and comfortable environment for all the students. It is a good idea to agree those rules with the students and paste it on the wall using different types of information, such as visual information like pictograms, or written information; to make sure that all students have access to the standard.

3.6. Assessment and Evaluation Strategies

Assessment: A process of measuring and analysing a performance or product to provide feedback to improve future performance or products.

Evaluation: A process of measuring the quality of a performance, work product or use of a process against a set of standards to make a judgment or determination if, or to what level, the standards have been met. Evaluation results is a decision or scoring that is permanently and publicly recorded. (Baehr, 2010, p.1).

It is important to note that assessment and evaluation are two different concepts. The first one results from the joint action of the assessor and the assessee whereas the second one is the result of the action of the evaluator and the evaluated independently. Also, while the assessment has as its main objective the improvement of the students and the activities they perform, using qualitative feedback; the evaluation has as its main aim at judging a task and giving a quantitative mark for it.

The key point is, as Jabbarifar (2009) says, “to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned” (p. 2). Only in this way students will have the opportunity to use the assessment as a learning and improvement tool, instead of using it as a judgement on them.

Baehr (2010) determines ten principles of a quality assessment:

- Assessment focuses on improvement, not judgment: the teacher and the students have to understand, believe and trust that the assessment will help both them to improve and advance.
- Assessment focuses on performance, not the performer: the objective of the assessment is not that the assessor reveals the weaknesses of the assessee. A task, a product, a performance or a process is evaluated, but never a student and his abilities. The assessor must know the characteristics of the students and enhance their strengths and weaknesses.
- Assessment is a process that can improve any level of performance: performance can always be improved, so assessment should be used for it. The assessor must always look for the maximum of each student. However, the assessor must also take into account the positive aspects of the work of the assessee and let them know.

- Assessment feedback depends on who both the assessor and the assessee are: They both have to know each other. In this way, the assessor will be able to give feedback highlighting the positive aspects of the student and the task, and also including aspects of improvement (Lofft, 2016).
- Improvement based on assessment feedback is more effective when the assessee seeks assessment: The assessee must have the desire to improve. Thus, when they receive the feedback, they will use it as a learning and change tool.
- Assessment requires agreed-upon criteria: The assessor must explain to the student what is expected of him, furthermore, the assessor and the assessee must set together the assessment criteria before carrying out the task. As Mueller (2005) says “the development of good assessments of any type begins with the development of meaningful goals and standards” (p. 3).
- Assessment requires analyses of the observations: The assessor must carry out an active observation of the student throughout the process and use these observations for the subsequent feedback.
- Assessment feedback is accepted only when there is mutual trust and respect: In order for the assessee to trust in the assessor it’s important that the feedback is sensitive to the self-esteem of the assessee (Coyle et al., 2010)
- Assessment should be used only where there is a strong opportunity for improvement: Feedback should only be given when it is useful for the student improvement.
- Assessment is effective only when the assessee uses the feedback: It is very important that the assessor takes enough time to prepare the feedback, but it just as important as the assessee uses the feedback to improve.

Finally, it’s important to highlight that the assessment process is very useful for teachers to get valuable feedback on their teaching work and to develop and improve their educational skills, in particular in CLIL settings where feedback is necessary not only from the point of view of the content learning, but also, of the language progression. Thus, CLIL teachers have to develop a wide variety of assessment tools likely to ensure that both processes, content and language learning, happen simultaneously. (Jabbarifar, 2009). According to the *Orden* 680/2009, “los maestros que imparten la etapa de Educación Infantil evaluarán, además de los procesos de aprendizaje, su propia práctica educativa” (p.5). Custodio Espinar (2019b) refers to this teaching assessment and

proposes a checklist to assess teacher's competence to plan CLIL lessons, in which she includes criteria to evaluate the main elements of CLIL such as the 4Cs, the analysis of cognitive demands and the progression of them or the scaffolding; criteria to assess the methodology, the teaching resources and finally the assessment techniques carried out with the students.

3.6.1. Formative Assessment

“Formative assessment, or Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (The Assessment Reform Group, 2012).

Coyle et al., (2010) and Lofft (2010) make reference to the fact that the students can use the formative assessment as a learning tool and the teacher can use it to adapt their syllabus. Both of them also talk about the structures of WALT (We are learning to) and WILF (What I'm looking for) to present the aims of the lessons. In this particular syllabus, this idea is going to be used from the KWL chart and the Learning Intentions Wall resources.

The Assessment Reform group (2012) collects ten principles of the Assessment for Learning (AfL). They appeal that AfL should:

- Be part of effective planning of teaching and learning.
- Focus on how students learn.
- Be recognised as central to classroom practice.
- Be regarded as a key professional skill for teachers.
- Be sensitive and constructive because any assessment has an emotional impact.
- Take account of the importance of learner motivation.
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Receive constructive guidance about how to improve.
- Develops the capacity for self-assessment.
- Recognise the full range of achievements of all learners.

In order to carry out a formative assessment, this syllabus proposes the use of assessments tools such as rubrics and checklists that collect information on active observation in the

classroom, traffic lights, exit slips, random selection tool and thumbs up/thumbs down. These tools will allow the development of three formative assessment strategies. Firstly, assessment tools for interaction such as thumbs up/down or mini whiteboards. Secondly, assessment tools for active observation of students and of teachers' performances such as checklists. Finally, long term assessment tools such as rubrics, which allow the assessment of product-oriented tasks and the integration of content and language in the evaluation process (Custodio, López y Buckingham, 2019).

3.7. Attention to diversity through CLIL

According to the Decree 17/2008

La intervención educativa debe contemplar como principio la diversidad del alumnado, adaptando la práctica educativa a las características personales, necesidades, intereses y estilo cognitivo de los niños, dada la importancia que en estas edades adquieren el ritmo y el proceso de maduración (p. 9).

Thus, attention to diversity in El Trébol is focused not only on children with special educational needs, but also on children of other ethnicities, children who have not completed some scholar year, children with high abilities, children with specific learning difficulties, or children with ADHD.

El Trébol is a preferred school for children with autism. These students have a different schooling from the ordinary one. They have significant curricular adaptations that are explained in the following points.

In the year 2 class there is a student with ASD and a student with ADHD. The first one, is only in the year 2 class in some moments of the day, since he spends a lot of time in his ASD classroom. He does not carry out the learning in L2 but, whenever possible, the ordinary classroom teacher and the ASD classroom teacher coordinate to introduce some adapted CLIL activities.

The second one, the ADHD student, is always in the class. This child does not yet have a diagnosis since it is usually made when primary school begins. However, behaviors that can be related to this deficit and this disorder have been observed, such as:

- Very active and restless child
- Difficulty in acquiring habits
- Disobedience

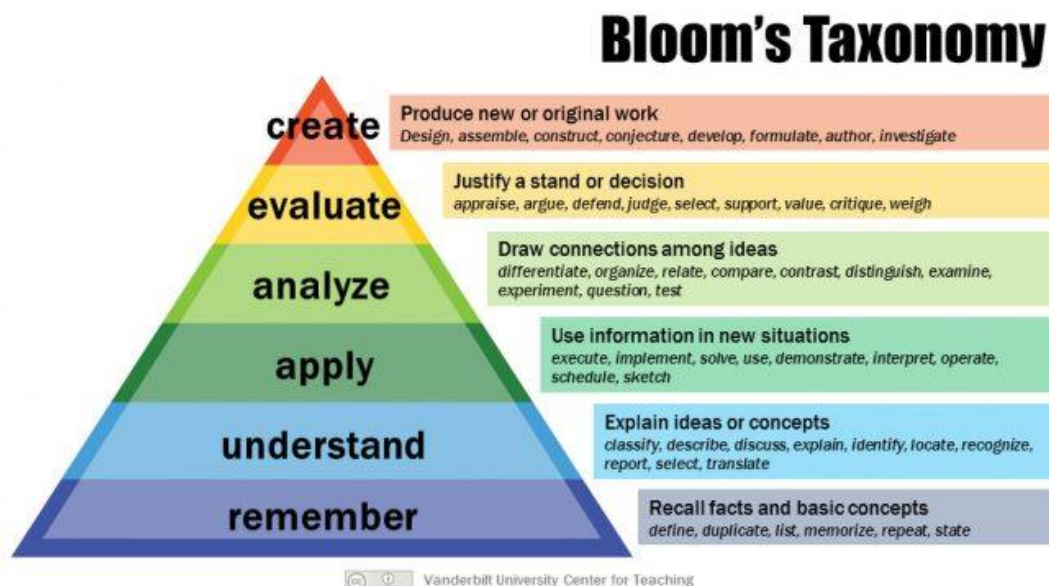
- Immature games
- Does not cooperate in group activities
- Requires continuous care and supervision
- Gets angry easily and has mood swings
- Low adaptation
- Tantrums

In order to work with this student, as established in *Orden* 1493/2015, non-significant adaptations are carried out. This is explained in the following points

3.7.1. Cognitive demand analysis: HOTS and LOTS

In CLIL, it is very important to take into account the level of cognitive development of the students. As Custodio Espinar (2019a) affirms, this requires the creation of content scaffolding strategies that help the learner complete to the learning tasks that enable them to achieve their goals. Bloom's Taxonomy (2001) is used to facilitate this learning and to make teachers aware of the cognitive demands of the tasks:

Figure 2: Bloom's Taxonomy (2001). Source: Vanderbilt University Center for Teaching



This taxonomy establishes a hierarchy of educational objectives linked to thinking skills. Thus, starting from the lower order thinking skills (LOTS: remember, understand and apply) one advances until the acquisition of higher order cognitive skills (HOTS: analyze, evaluate and create).

CLIL promotes the development of HOTS, offering students a work strategy that encourages interaction, collaborative and cooperative work, and problem solving. Furthermore, at CLIL it is very important to provide a space where learners can be aware of their own learning, to promote the development of the learning to learn competence (Custodio Espinar, 2019a).

In the didactic units' sessions, the activities are organized taking into account the progression of cognitive demands. In addition, there are some activities that can be replaced by others of a higher or lower order, in order to take into account all students capacities and abilities. Also, the units include some activities that promote metacognitive skills, such as the learning intentions wall, the KWL chart and the traffic lights strategy for self-assessment.

3.7.2. Ordinary measures to attend to diversity

Ordinary measures to address diversity refer to the need for educational support. The child with ADHD needs the implementation of ordinary measures as is set in the Orden 1493/2015 such as the adaptation of times, spaces and resources, as well as the teaching of academic skills such as organization and task management in a more intense and specific way; establishing clear, precise, stable and predictable rules; positive reinforcement; extinction, in other words, totally ignoring the behaviors that we want no to be repeated; promoting self-instruction and the turtle technique, an effective method for self-control of impulsive behavior. The child should be placed in the turtle pose. The student first sits down and brings his feet together, then puts his arms under his legs and then lowers her head to his chest. This helps him to stay still and feel safe in his "home". It helps him to realize that he is responsible for his movements and his emotions.

3.7.3. Extraordinary measures to attend to diversity

Extraordinary measures refer to the need for curricular adaptation, adapting content, objectives and evaluation criteria. These are collected in the Individualized Curricular Adaptations (ICA).

The student with ASD needs these kinds of measures. To do this, an extension of curricular contents related to autonomy and the development of social skills is carried out in the ASD classroom. In addition, the conceptual content of the Infant curriculum is reduced to the student's cognitive level, in order to favour the other aspects mentioned.

Furthermore, it is possible to authorize the permanence of these students for another year in the second cycle of Infant Education, if it is considered beneficial and positive to achieve the objectives of the stage as well as for their learning and social educational integration.

All of these measures can be taken into account in different ways. Madrid and Pérez Cañado (2018) propose some actions that the teachers can implement in their classes to put into practice an effective attention to diversity in CLIL. Some of these actions are: splitting the larger group into smaller and flexible groupings, offer an inclusive curriculum that is accessible to all the students and that prioritizes the students' participation, having a second teacher in the classroom, planning for free-time activities, collect information from parents on the academic difficulties of their children, adapt the input to the comprehension level of the students and including different types of exercises and tasks that motivate students with different interests, and finally, the teachers should speak slowly, clearly, exaggerating pronunciation, being careful to adapt oral communication to the level of the students, and sometimes employing L1 to clarify concepts that are not clear in L2.

3.8. Tutorial Action Plan and Collaboration with Families

The tutorial action plan (T.A.P) is a document that specifies the obligations and responsibilities of a tutor. The TAP contains a set of recommendations for the tutor to promote the academic and personal development of learners. Thus, according to the Decree 17/2008, El Trébol has set the following obligations and duties of a tutor:

- The tutor must ensure individual attention and group monitoring
- The tutor must facilitate guide the learning process of the students to detect difficulties in the process and develop educational responses.
- The tutor must mediate in the resolution of conflicts.
- The tutor must facilitate the integration of all students in the class and school dynamics.
- The tutor coordinates the evaluation process.
- The tutor must know the personality and interest of their students and promote maturation processes and the development of social skills.

Furthermore, it is very important that the tutor has a continuous contact with the parents of the students, in order to carry out a similar educational work at school and at home. In

addition, the tutor must inform families about the progress or difficulties of the students, as well as about their strengths and weaknesses. Moreover, this becomes more important in CLIL since parents are overwhelmed by the difficulties that their children may have when learning content in another language. Therefore, it is important that the CLIL teacher maintains direct contact with parents and informs them about the evolution and the achievements of their children. For this, the tutors must have at least two meetings with the families, and CLIL teachers must be present and participate in them. The first one to do an initial interview and know from where the students start, and the second one to see the progress of the learner throughout the year. The tutor and the CLIL teacher must take record all the relevant information and then they must have another meeting to exchange opinions and feelings and make decisions if it is necessary.

In addition, the tutor must plan a group meeting each term. In it all the parents will be together, and the tutor will address different topics their interest. In these meetings it is very important that the tutor transmits all the information well. The CLIL teacher should also be in these meetings, to talk about the approach and the methodology in a global way. Moreover, parents will have the opportunity to ask general questions about their children's education, the complementary activities, or even about their participation in some sessions.

3.9. Complementary and Extra-curricular Activities

3.9.1. Out-of-class activities

The activities that take place outside the classroom aim to enrich the students with the change of environment, allowing contextualized and meaningful learning and giving rise to new learning situations.

There are two types of activities that can be carried out outside the classroom. The first ones are the complementary ones, which are made during school hours and are carried out in relation to the contents that are learnt in class. Second, extracurricular activities, which take place outside of school hours (Table 3).

Table 3: Complementary and extraordinary activities.

COMPLEMENTARY ACTIVITIES		EXTRAORDINARY ACTIVITIES
First Term	Unit 1 : <i>Parque de la Vega, Jardín Japonés.</i> Unit 3: <i>Nanoespacio</i>	- Modern dance, ballet and rhythmic gymnastics - Predeporte
Second Term	Unit 6: The zoo	- Music and movement
Third Term	Unit 9: The planetarium	- English

Source: Author

The complementary activities that are proposed throughout the year are related to the content to be worked. In the first term, while working on the Japanese landscape and its characteristics, the students will visit *Parque de la Vega, Jardín Japonés* to experience a Japanese atmosphere. A visit to the *Nanoespacio* is also proposed in the first term, which will allow students to experiment with the five senses in a more active and dynamic way. In the second term, an excursion to the zoo is proposed, so that the students can see the animals that they are working in class on the unit of Kenya. Finally, in the last term a visit to the planetarium it is proposed to have a different vision of the planets and to live a meaningful and highly motivation experience.

All of these complementary activities allow students to learn in different contexts and leave their comfort zone to do activities and face different challenges than those in the classroom.

3.9.2. Extensive reading programme

The purpose of the reading programme is to create a link between the children and the book. The Teacher should mediate and encourage the students to use the reading corner whenever they want. This will promote the children's passion for books. The goal is to experience the pleasure of books, especially the pleasure of the observation and reading of the illustrations of the books, since in year 2 of the second cycle of Infant Education there are still children who do not read.

In the class, there is a reading corner with many books and with cushions to favour a relaxed atmosphere to read and manipulate the books. In addition, families can bring books to collaborate in the creation of this corner. In this way, all the students can feel that this corner is part of them.

In the reading corner there are books written in Spanish and in English, to promote the acquisition of reading on both languages. In addition, on one of the walls in the corner

there is a cardboard with the names of the student's names and the books titles so that when a student reads a book they can draw or stick a sticker on the corresponding place of the cardboard.

4. DIDACTIC UNITS

The curricular contents of *Área 2: Conocimiento del entorno*, will be worked throughout the nine didactic units. At the same time, some contents of *Área 1; Conocimiento de sí mismo y autonomía personal*, and *Área 3: Lenguajes, comunicación y representación*, specifically routines, arts and crafts and body language, will be worked in a transversal and global way according to the curricular recommendations included in the Decree 17/2008.

4.1. First term: Japan

At the beginning of all the terms the teacher uses a big map ([Appendix C](#)) and reads a story that transports them to different countries as the context to work the contents.

John is the character who travels with the students throughout the year. John likes to travel and discover new things, he is adventurous. He likes to do experiments and loves to learn. He likes to eat everything, meet new friends, play games, visit new places, discover animals from all over the world. He will be a role model (see [Appendix D](#)).

4.1.1. Unit 1: YOKOSO/ WELCOME

CONTENT AREA: *Área 2, Conocimiento del entorno*/ Landscapes, animals, meteorological phenomena, typical clothing, transports

Level: Year 2, second cycle of Infant Education

Timing: 8 sessions during the first term over 4 weeks

Description: To know and recognize Japan, identify the basic elements of its landscape, know the weather conditions and, consequently, the typical clothing and finally work the transports reflecting how we can go from Madrid to Japan ([Appendix E](#)).

Product: Do an interactive puzzle of a Japanese landscape to be compared with the Spanish landscape.

CONTENT

<u>Content</u>	<u>Contribution to key competences</u>
<ul style="list-style-type: none"> - The transports - Japan landscape features - The weather in Japan - The typical clothing in Japan <p>Language content</p> <p>Describing a Japanese landscape in comparison to a Spanish landscape.</p>	<p>Competence in Linguistic Communication (CLC)</p> <p>Listen and speak during these lessons.</p> <p>Read a story: reading through images.</p> <p>Competence in Mathematics, Science and Technology (CMST)</p> <p>Learning Intentions Wall dynamic</p> <p>Compare and contrast organizer</p> <p>Interactive Puzzle</p> <p>Digital Competence (DC)</p> <p>Videos about Japan</p> <p>Do an interactive puzzle</p> <p>Learning to Learn (L2L)</p> <p>Learning Intentions Wall</p> <p>Group learning through dialogue with others.</p> <p>Compare and contrasts different transports.</p> <p>Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work</p> <p>Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves</p> <p>Cultural Awareness and Expression (CAE)</p> <p>Japan VS. they place where they live.</p>

COGNITION	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To know the main means of transport, their differences and where each one can travel. - To know Japan's main characteristics and recognize a Japanese landscape in comparison to a Spanish landscape. - To know the weather in Japan. - To know the typical clothing of Japan. - To be aware of their learning process. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Students (Ss) name the main means of transports and describe their characteristics. - Ss identify and describe the features of a Japan's landscape. - Ss compare a Japanese landscape with a Spanish one. - Ss recognize the typical clothing of Japan. - Ss describe the weather in Japan and interpret clothes they must wear to go there. - Ss compare and contrast different transports. - Ss debate about what they want to learn about Japan.
CULTURE	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To increase the Ss interest and curiosity about Japan. - To ensure that the Ss respect Japanese customs in contrast to Spanish ones. - To respect others in the class. - To value all learning spaces, including <i>Parque de la Vega, Jardín Japonés</i>. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss show interest in Japan and identify similarities and differences with Japanese transport, weather, landscape and clothing and Spanish ones. - Ss respect the ideas of their peers. - Ss value the <i>Parque de la Vega</i> as a place in their country where they can learn.

COMMUNICATION

Language of learning

- Transports: Train, car, plane and boat.
- Japan: Cherry trees, skyscrapers, Japanese, kimono, landscape
- Weather: rain, sun, wind, fog, it's cold, it's hot, summer, winter, spring and autumn.
- Clothes for winter: Long trousers, T-Shirt, sweater, coat, gloves, hat and boots.
- Clothes for summer: Short trousers, T-shirt and sandals.
- Language to describe the weather and the landscape: the weather is... (present simple); there is a tree/there are skyscrapers... (language to express quantity)

Language for learning

“I want to learn...” structure for a Learning Intentions Wall.

Connectors that are necessary to compare and contrast the transports: but, however, also and in addition.

Comparative structure: bigger than, smaller than, larger than, faster than and slower than.

Language to discuss: I think, I prefer.

Classroom language: Can I go to the toilet? Can I ask you a question? Can you help me?

Language through learning

Language through...

- the interaction with the Teacher (T) and the language assistant (LA)
- the peer interaction
- the interaction while doing the interactive puzzle
- the interaction in *Parque de la Vega, Jardín Japonés*.
- the group activities, the compare and contrast task, the Japanese videos and the story about Japan.

ASSESSMENT

Evaluation criteria

- List the main means of transport and explain the differences between them.
- Describe a Japanese landscape.
- Describe the weather in Japan.
- List the Japanese animals and explain their characteristics.
- Explain the similarities and differences between Japan and the place they live.

Assessment tools:

- **Formative assessment**

- Observation of the students during the activities through an active observation checklist.
- Random selection tool to ensure active participation and interaction in the class
- Learning intentions wall for the self-assessment
- Thumbs up thumbs down for immediate feedback.
- A rubric to assess the description of Japan and Spain in an integrated manner, including criteria for the content (transports, weather, landscape and clothing) and the language worked in the project (descriptions).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking into account different the learning styles:

- Digital and auditory resources: Videos
- Visual resources: map of the world, poster of Japan and the story about Japan with lots of images.
- Interactive games: Puzzle
- Miming and body language

- Complementary activity: excursion to *Parque de la Vega, Jardín Japonés*.

LOTS

The teacher will create different puzzles depending on the level of each pupil. In the “Jigsaw planet” web the teacher can choose the number of pieces of the puzzle and also the form of the pieces.

HOTS

Make a visual mind map with the discoveries and learnings they’ve made.

Attention Deficit and Hyperactivity Disorder (ADHD)

Qualitative feedback and positive reinforcement.

Clear and stable rules for self-regulation and self-control.

Total physical response activities: Play “Simon says” with transports: The T says the name of a transport and the Ss have to represent it with their body.

Autism Spectrum Disorder (ASD)

“Teacch” materials: These materials have been created to work with children with autism because they are manipulative materials and visually attractive. They are also materials that improve the autonomy of the students and enhance individual and independent work, since their use is very intuitive. These materials allow learning without error.

In this unit the T can offer teacch materials to work the weather conditions.

4.1.2. Unit 2: ICHI, NI I SAN/ ONE, TWO AND THREE

CONTENT AREA: *Área 2, conocimiento del entorno/* Basic quantifiers, initiation to the manipulative sum, attributes of objects, sequences, groupings and comparisons.

Level: Year 2, second cycle of Infant Education.

Timing: 8 sessions during the first term over 4 weeks

Description: To know the basic quantifiers (one and various), do manipulative sums with Japanese objects/pictures, describe objects taking into account the colour, the size and the form, create binary sequences and groupings with a given criteria.

Product: Create a binary sequence with the criteria that each one wants.

CONTENT	
<p style="text-align: center;"><u>Content</u></p> <ul style="list-style-type: none"> - Basic quantifiers: “one, various” - Initiation to the manipulative sum - Attributes of objects: colour, size, form. - Binary sequences, groupings and comparisons taking in account the attributes of objects. <p>Language content</p> <p>Explaining and describing a binary sequence based on the questions from their classmates.</p>	<p style="text-align: center;"><u>Contribution to key competences</u></p> <p>Competence in Linguistic Communication (CLC)</p> <p>Listen and speak during these lessons.</p> <p>Competence in Mathematics, Science and Technology (CMST)</p> <p>Learning Intentions Wall dynamic.</p> <p>Work maths through manipulative strategies and in relation the content.</p> <p>Learning to Learn (L2L)</p> <p>Learning Intentions Wall.</p> <p>Group learning through dialogue with others.</p> <p>Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work.</p> <p>Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves.</p>
COGNITION	
<p style="text-align: center;"><u>Teaching Objectives</u></p> <ul style="list-style-type: none"> - To know the differences between one and various. - To do additions in a manipulative way, using draws of golden carps. 	<p style="text-align: center;"><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> - Ss differentiate between one and various objects. - Ss compare between different sets of things using basics quantifiers or counting.

<ul style="list-style-type: none"> - To know the different attributes of the objects. - To create sequences, groupings and comparisons with a guide. - To describe and explain a binary key and to ask closed questions about the sequences. - To be aware of their learning process. 	<ul style="list-style-type: none"> - Ss use objects to add numbers. - Ss describe the attributes and characteristics of objects: size (large, medium and small), form (square, triangle, circle), colour (red, blue, green, yellow, pink). - Ss classify objects in relation to their characteristics. - Ss construct different sequences with a given criteria and describe them. - Ss debate about what they want to learn.
CULTURE	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To increase the Ss interest and curiosity about Japan. - To promote the motivation of the Ss about Japan and promote them to ask questions about this culture. - To respect others in the class. - To know the numbers one, two and three in Japanese. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss increase their interest in Japan and the Japanese objects presented. - Ss ask questions about Japan and about the activities. - Ss respect the ideas of their peers. - Ss identify numbers one, two and three in Japanese and enjoy learning simple words in that language.
COMMUNICATION	
<p>Language of learning</p> <ul style="list-style-type: none"> - One thing vs several things - Colours: blue, red, green, yellow, purple and pink. - Size: large, medium and small. - Form: Square, triangle and circle. 	

- Addition vocabulary: plus, equals, get, add, together.
- Numbers: One (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9) and ten (10).
- Language to describe and explain a binary key: closed questions (Is its shape like the roof of a house? ; Yes, its shape is a triangle; Is it pink?; No, it is not; Is its size like a mouse?; Is it medium?; Yes, it is.

Language for learning

- Review of the “I want to learn...” structure for a Learning Intentions Wall.
- Comparisons structures: “Larger than...” “smaller than...”
- Rice, sushi, golden carp, chopsticks... We are going to use this Japanese foods and animals to do all the activities and to continue learning about Japan.
- Classroom language: Good morning/good afternoon, goodbye, see you tomorrow, can you open/close the window? Can you pull up/down the blinds? Can you play de video again please? Can you repeat please? Can I go to the toilet?

Language through learning

Language through...

- the interaction with the T and the LA.
- the peer interaction through activities.
- the interaction while doing additions and sequences.
- the interaction while asking questions and answers about the sequences.

Vocabulary about Japan that they already know such as animals, food and cutlery (spoon, fork and knife).

ASSESSMENT

Evaluation criteria

- Know, use and write the number series to count elements.
- Describe the size, the form and the colour of the objects.
- Associate and classify elements according to a given criterion.

- Do simple sums in a manipulative way
- Create, describe and explain a binary sequence.

Assessment tools:

- **Formative assessment**
- Observation of the students during the activities through an active observation checklist.
- Random selection tool to ensure active participation and interaction in the class.
- Learning intentions wall for the self-assessment.
- Thumbs up thumbs down for immediate feedback.
- A rubric to assess the description of the binary sequence, including criteria for the content (forms: square, circle and triangle; colours: red, blue, green, yellow, pink; and size: big and small) and the language worked in the project (closed questions about the attributes of the objects).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking into account different the learning styles:

- Digital resources: Digital board to make groupings of objects. It is a good way to motivate students.
- Realia and their own bodies to do additions and sequences: Manipulative and hands-on activities.

LOTS

For the sequence that they have to create with Japanese objects we can give them flashcards with the objects they can chose.

Counting objects that are in the same recipient, instead of adding objects that are in different recipients.

HOTS

Create a ternary sequence.

ADHD

Establish clear instructions

Plan lots of short activities instead of a few of long activities.

Self-control through turtle technique.

ASD

“Teacch material” to work the colours.

http://www.arasaac.org/materiales.php?id_material=1618



4.1.3. Unit 3: ARIGATO/ THANK YOU

CONTENT AREA: *Área 2, conocimiento del entorno/* The five senses: hearing, sight, touch, smell and taste.

Level: Year 2, second cycle of Infant Education.

Timing: 11 sessions during the first term over 4 weeks

Description: To list the five senses and to know the function and the organ related to each one.

Product: Create a sense box to explain the five senses to the three-year-old pupils.

CONTENT

Content	Contribution to key competences
- The five senses: Hearing, sight, touch, smell and taste.	Competence in Linguistic Communication (CLC)

<p>- Japanese traditions</p> <p>Language content</p> <p>Presenting the five sense to younger pupils.</p> <p>Writing the recipe for dorayakis.</p>	<p>BICS and CALP. Use the specific vocabulary of the unit and expressions that arise in the conversation</p> <p>Digital Competence (DC)</p> <p>Videos about the five senses.</p> <p>Learning to Learn (L2L)</p> <p>KWL chart</p> <p>Group learning through dialogue with others</p> <p>Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work</p> <p>Learning and service program (<i>Aprendizaje y servicio, ApS</i>) with the three-years-old pupils: carry out a service with other people (three-years-old Ss) and at the same time an academic and curricular learning.</p> <p>Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves.</p> <p>Manage the presentation to the three-years-old Ss.</p> <p>Creativity in the creation of the sense box.</p> <p>Cultural Awareness and Expression (CAE)</p> <p>Japanese traditions.</p>
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COGNITION	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To know the five senses and their function. - To know the organ related to each sense. - To make a presentation of the five senses to explain them to younger pupils. - To write a recipe of dorayakis. - To be aware of their learning process. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss list the five senses. - Ss identify and explain the function of the five senses. - Ss recognize the organs related to each sense. - Ss identify the parts of a presentation: introduction, table of content, information and conclusion. - Ss make a presentation on the five senses and use it to explain them to younger students. - Ss write the necessary ingredients to cook dorayakis and the steps to follow. - Ss dialogue about what they want to learn.
CULTURE	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To increase the Ss interest and curiosity about the senses and the human body. - To value the importance of all the senses. - To respect others in the class. - To value the participation in an <i>ApS</i> experience. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss show interest in the senses and the human body. - Ss identify and explain the importance all the senses. - Ss respect the ideas of their peers. - Ss participate in an <i>ApS</i> experience with the younger learners of the school.

<ul style="list-style-type: none"> - To know how to say thank you in Japanese. - To know the four basic tastes in the Spanish culture and learn a new one from the Japanese culture: Umami (うま味). 	<ul style="list-style-type: none"> - Ss are grateful with their classmates and their T, thank them in Japanese and enjoy learning simple words in that language. - Ss identify the four tastes and understand a fifth taste in Japanese culture: sweet, bitter, salty, sour and umami (うま味)
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COMMUNICATION

Language of learning

- Hearing, sight, touch, smell, taste, ears, eyes, hands, nose, mouth, tongue and teeth.
- Sweet, bitter, salty, sour and Umami, the fifth taste.
- Language to make a presentation: Introduction, table of contents, information and conclusion.
- Language to present information to an audience: short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality) and about the five senses (CEFR, 2001).
- Language to write the dorayakis recipe: Ingredients vocabulary (flour, sugar, honey, eggs, yeast, salt and water) and sequence to write the steps: first, second, third and finally.

Language for learning

- “I know...”, “I wonder...” and “I learned...” structures for the KWL chart.
- Explanation vocabulary: “This is a...” “We use it to...” “you can... with your...”
- Language to express feelings and emotions: happy, sad, nervous, distracted, bored, excited and tired; I have learned... I have discovered.... I have felt...
- Language to describe their drawings about the Japanese songs: Sentence bank: This drawing is happy, it has cheerful colours; This drawing is sad, it has sad colours; this drawing scares me, it has very dark colours; in my drawing there is a sea, in my drawing there are trees, in my drawing there are children, in my drawing there are my friends.

- Locations and adverbs: at the top of the mind map, at the bottom, on this side, on the other side, between...
- Classroom language: Can I go to the toilet? Can you open/close the window? Can you help me please? Good morning/afternoon.

Language through learning

Language through...

- the interaction with the T and the LA
- the group interaction while doing the five corners activities.
- the interaction in the Nanoespacio excursion.
- the interaction while doing brainstorming about their previous knowledge.
- the interaction while decorating the class.
- the interaction while doing the reading activities.
- the interaction with the 3 years old Ss

Vocabulary of Japan that they already know.

PROCEDURE

Timing	Stage	Activities (T/ S role)	Grouping/ spaces
Session 1 and 2 (90 min.)			
1h 30'	Introduction to the Didactic Unit	<ul style="list-style-type: none"> o Activity before the excursion: The T tells the Ss “let’s talk about the senses” “Do you know what the senses are? How many senses are there? which ones are they? For what do we use them? The T organizes all the information in a big mind map. The T tells the Ss how to say “thank you” in Japanese so they can use this word to thank the people that helps them in the excursion. o Excursion to the “Nanoespacio”: Museo Nacional de Ciencia y Tecnología Alcobendas. It is a practical room where the 	Whole class

		<p>Ss can discover the senses. They can experiment with the five senses and learn to relate each one of them to the different parts of the body, through smells, tactile sensations...</p> <p>SCAFFOLDING: The Ss will point parts of their body to say what they want. The T takes advantage of these moments to take a flashcard of the part of the body that they name, drill the names, and stick it on the wall.</p>	
Session 3 (45 min.)			
35'	Warm up and activate previous knowledge	<ul style="list-style-type: none"> ○ Activity after the excursion: Brainstorm about the excursion: The T listens and admits everything. Experiences of the Ss, feelings, emotions, discoveries... The T writes everything on the blackboard. ○ Read “My five senses” by Aliko <p>Pre-reading activity: Observation and “reading” of the front and back covers. From them the Ss interpret the content of the book.</p> <p>While-reading activity: Every time they hear a part of the body or a sense they have to get up and make sure that all the classmates do it.</p> <p>Post reading activity: The Ss have to order some images of the story as they have appeared in the story.</p> <p>SCAFFOLDING:</p> <p>For the activity after the excursion: The T can use a visual organizer to collect all the information and word-cards to express feelings and emotions: happy,</p>	Whole class

		<p>sad, nervous, distracted, bored, excited and tired; Sentence cards: I have learned... I have discovered... I have felt...</p> <p>For the pre-reading activity: To encourage Ss to say things in English about the book covers the T asks some questions and gives the Ss a word bank with options to answer.</p> <ul style="list-style-type: none"> - Questions: What's on the cover of the book? What do you like the most? What do you think the book is going to be about? - Word banks with the answers: 1.- A girl face; a boy face with two eyes, a nose, two ears, a tongue and a hand with five fingers; a park or a boy in a classroom. 2.- His black hair, his brown eyes, his tongue that is out of his mouth or the blue background. 3.- About the parts of the body, about a boy in a park, about the summer or about the parts of the body and the five senses. <p>The LA reads the book and do the pre-while and post reading activities.</p>	
10'	Metacognition	<ul style="list-style-type: none"> o KWL chart. The Ss complete the chart for the "What I know? And What I wonder?" questions. <p>SCAFFOLDING: Ss can copy the language from the blackboard with the support of the LA.</p>	Individually
Session 4 (45 min)			
5'	Warm up	<ul style="list-style-type: none"> o Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M o Days of the week song 	Whole class

		https://www.youtube.com/watch?v=qNJRGHk7sN8	
30'	Practice and consolidation	<ul style="list-style-type: none"> ○ The five senses song to present the content: https://www.youtube.com/watch?v=vXXiyIGqliE The T plays the video once and the Ss have to see and listen to it. Then, the T plays the video again and when the Ss listen a sense organ they have to touch that part on their own body. This video scaffolds the name of the sense organs. ○ Video about the bag of the five senses: https://www.youtube.com/watch?v=q1xNuU7gaAQ The Ss already know the sense organs and what they use them for so this video will help them to relate them with the sense itself. ○ The T introduces what they are going to do in the following sessions. T takes out a box and says it will be our box of the senses. The T explains that they are going to learn a lot about the senses and that they are going to create a box to keep all their knowledge inside and then pass it to the younger Ss of the school. They are going to be the T of the three-year-old Ss! ○ The T makes heterogeneous groups. They are going to do corners for small group work. (Appendix F) ○ They choose and decorate the corners, one for each sense. They also name the working groups. The Ss colour a giant mouth, a giant nose, a giant ear, giant hands and also giant eyes and label them. 	Whole class

		<ul style="list-style-type: none"> ○ The T introduces the word “arigato” to fill the atmosphere with the Japanese culture. <p>Play with words: The Ss play with the word “arigato”. The T distributes some letters on the floor. Then the T gives clues about the letters in the word “arigato” for Ss to look for them and create the word. For example, the clue for letter “a” can be the position of the mouth of the T, the clue for letter “r” can be “it is the first letter of the word “taste”. The Ss have to look for the letters in groups of 4 and then they have to order them and create the word “arigato”. The T encourages Ss to use this word in the next session to thank parents for coming to the corners.</p>	
10’	Back to the calm	<ul style="list-style-type: none"> ○ The Polyglots song. Now we know how to say thank you in English, in Spanish, and in Japanese! <p>https://www.youtube.com/watch?v=KkU71E83pKA</p> <ul style="list-style-type: none"> ○ Clean up song <p>https://www.youtube.com/watch?v=SFE0mMWbA-Y</p>	Whole class
Session 5-6-7-8-9 (45 min.)			
5’	Warm up	<ul style="list-style-type: none"> ○ Hello song <p>https://www.youtube.com/watch?v=fN1Cyr0ZK9M</p> <ul style="list-style-type: none"> ○ The five senses song: <p>https://www.youtube.com/watch?v=vXXiyIGqliE</p> <p>The Ss write the names of the five senses with chalk on the ground. They can help each other’s, and the T can give them clues such us the number of letters of</p>	Whole class

		each name or even some of the letters. The Ss can also use the video to write the names.	
35'	Practice and consolidation	<ul style="list-style-type: none"> ○ Corner 1: Taste <p>Cooking workshop: The T and the Ss go to the kitchen to cook Dorayakis. Then, they have to write the recipe to include it in the senses box. While the T does the final part of the recipe (making the dorayakis in the pan) the T asks the Ss about the flavours they know. The T asks the Ss about the taste of chocolate, lemon, fried potatoes... and gives them a taste of these foods. Then, the T teaches the Ss the fifth Japanese flavour: Umami, asks them what food tastes <i>umami</i>, and gives them some umami food to taste it: fish, mushrooms and mature tomatoes.</p> <p>SCAFFOLDING corner 1: The T gives a template to write the recipe. The T gives the Ss pictures of the procedure and the Ss have to order and write “first, second, third and finally”. The T gives word cards to relate each food with a flavour: sweet, acid, sour, salty and umami.</p> <p>The T asks the Ss with which part of the body they have tasted the food to elicit and sum up the taste sense.</p> <ul style="list-style-type: none"> ○ Corner 2: Hearing <p>While listening 6 traditional Japanese songs the Ss have to draw what they want. Then, they have to talk about their drawings and explain them to the other members of the group.</p> <p>They have to create a CD with their favourite’s songs to include in the senses box.</p> <p>https://www.youtube.com/watch?v=jeyYh6vXST0</p>	5 groups of 4 Ss

		<p>SCAFFOLDING corner 2: language scaffolding to describe their drawings. Sentence bank: This drawing is happy, it has cheerful colours; This drawing is sad, it has sad colours; this drawing scares me, it has very dark colours; in my drawing there is a sea, in my drawing there are trees, in my drawing there are children, in my drawing there are my friends.</p> <p>The T can add more phrases at the moment, to help the Ss describe their drawings.</p> <p>The T asks the Ss with which part of the body they have listened the songs to elicit and sum up the hear sense.</p> <ul style="list-style-type: none"> ○ Corner 3: Sight <p>The Ss have to search pictures of Japan and they have to create a poster. They can also include drawings. Later, they will include this poster in the senses box.</p> <p>SCAFFOLDING corner 3: The T sticks in the corner the poster with the photos and the names of the Japanese landscape vocabulary that they learned in unit one to encourage the Ss to use it.</p> <p>The T asks the Ss with which part of the body they have seen the Japanese landscapes to elicit and sum up the sight sense.</p> <ul style="list-style-type: none"> ○ Corner 4: Touch <p>Origami workshop: Ss have to make some origami figures, like Japanese children. They will include some of them in the senses box. They can use a Japanese website to do origami: https://en.origami-club.com/</p>	
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		<p>SCAFFOLDING corner 4: The T makes a demonstration making an origami figure. The students can use the animation diagrams and reproduce this demonstration as many times as necessary. The LA will support this activity exaggerating the actions to fold the paper as he/she says 'fold' or 'unfold'.</p> <p>The T asks the Ss with which part of the body they have touched and manipulated origami to elicit and sum up the touch sense.</p> <p>○ Corner 5: Smell</p> <p>Create a perfume. They can choose between an aromatic herbal perfume or a vanilla one. They will include one perfume in the senses box.</p> <ul style="list-style-type: none"> - For the aromatic herbal perfume: They need aromatic plants (lavender, rosemary, jasmine...), water and distilled alcohol. First, they crush the plants, then they mix them with the water and finally the Ss add the alcohol. - For the vanilla perfume: They need water, distilled alcohol, vanilla, cinnamon and vegetable oil. First, mix the vanilla and cinnamon. Then add the alcohol and finally mix it with the oil and water. <p>SCAFFOLDING corner 5: The T guides the Ss and says aloud the steps to follow to create the perfume but also gives the Ss the steps in a visually way.</p> <p>The T asks the Ss with which part of the body they have smelt the perfume to elicit and sum up the touch sense.</p>	
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5'	Back to the calm	<ul style="list-style-type: none"> ○ Now we know how to say thank you in English, in Spanish, and in Japanese! We can say thank you in Japanese to the parents who have come to help us! <p>https://www.youtube.com/watch?v=KkU71E83pKA</p> <ul style="list-style-type: none"> ○ Goodbye song <p>https://www.youtube.com/watch?v=UQfvAlmr5g0</p>	Whole class
Session 10 (45 min.)			
40'	Practice and consolidation	<ul style="list-style-type: none"> ○ The T brings the senses box to the class. There are five groups and five senses, so each group is going to explain one sense to the younger Ss. ○ Activity 1: The T gives to the Ss a picture of a mouth, an ear, an eye, a hand and a nose; and the name of the senses in a piece of paper. The Ss have to organize that pictures and word cards in a mind map template. ○ Activity 2: The T makes 5 groups. Each group specializes in one sense and adds information on the mind map about what they have done in the corner of their sense. ○ Activity 3: The Ss practice and recreate the presentation. They can look at the mind map to explain the senses. <p>SCAFFOLDING: The T gives the Ss a template for the mind map.</p> <p>To scaffold the presentation the T offers a word bank for locations and adverbs: at the top of the mind map, at the bottom, on this side, on the other side, between... Also, the T scaffolds the practice of the</p>	Whole class and 5 groups of 4 Ss

		<p>presentation with sentence cards: “This is a...” “We use it to...” “you can... with your...”</p> <p>To scaffold the explanation of the corners the T asks closed and short questions to the Ss, so they have to answer them. (For example, the taste corner: Did you cook pizza in the taste corner? Did you cook dorayakis? What of these ingredients do you use to cook dorayakis? -the T shows them pictures of different ingredients and the Ss select the ones that they used- Which of these foods is sweet? Which on the umami?).</p> <p>The LA helps the groups to prepare their presentation.</p>	
5’	Back to the clam	<ul style="list-style-type: none"> ○ Clean up song https://www.youtube.com/watch?v=SFE0mMWbA-Y ○ Goodbye song https://www.youtube.com/watch?v=UQfvAlmr5g0 	Whole class
Session 11 (45 min.)			
35’	Practice and consolidation	<ul style="list-style-type: none"> ○ The T and the Ss go to the three-year-old Ss class and give the senses box to them. They explain what they did and what they learnt using the mind map they did in the previous session. <p>SCAFFOLDING: In previous session the T and the LA prepared the presentation with the Ss which is a scaffold for this session.</p> <p>To scaffold the different parts of the presentation (introduction, table of contents, information and conclusion) and help the Ss to follow an order the T</p>	Whole class with the three-years-old Ss.

		introduces each part: “First of all, to introduce the work you can say your names and the name of our box”. Then the T asks one Ss of each group about what sense they are going to talk. Later, the Ss do the presentation and give all the information and finally the T asks some questions to help the Ss reach a conclusion.	
10’	Metacognition and self-assessment	<ul style="list-style-type: none"> ○ KWL Chart: Complete the “I learned” part of the chart and discuss if the Ss have accomplished the objectives that they wrote in the “I wonder” column. Assess themselves with this, using the traffic lights: if they have accomplished all the objectives they paste a green traffic light, if they have accomplished some of the objectives with a lot of help from other classmates or the T they paste the orange traffic light and if they have not accomplished their objectives they paste the red traffic light. ○ Exit slips using 3 faces draws (happy face, normal face, sad face) to help the T to do an assessment of her/his work. <p>SCAFFOLDING: The T gives to the Ss a KWL chart with written sentences and visually sentences so the Ss only have to tick or cross them.</p>	Individually

Materials and resources (Appendix G):

Human resources:

- CLIL teacher and LA
- Families to motivate and accompany Ss to learn and to participate in an active way in the Ss learning process. They will participate in the corners as mediators.

Material resources:

- Ingredients to do Dorayakis and perfume and a box.
- Art materials: pencils, markers, cardboards, Japan pictures, scissor, glue, finger painting and origami paper.

Scaffolding resources:

- Parts of the body flashcards
- Mind map to organize the information about the excursion
- Word-cards and sentence-cards to express feelings and emotions
- Question word-bank and answer word-bank to describe the covers of the book.
- Corner 1: A template to write the recipe. Pictures of the procedure to put in order. Word cards to relate each food with a flavour: sweet, acid, sour, salty and umami.
- Corner 2: Sentence bank to describe their drawings: This drawing is happy, it has cheerful colours; This drawing is sad, it has sad colours; this drawing scares me, it has very dark colours; in my drawing there is a sea, in my drawing there are trees, in my drawing there are children, in my drawing there are my friends.
- Corner 3: Poster of the Japanese landscape.
- Corner 5: The steps to follow to create a perfume in a visually way.
- Word bank for locations and adverbs: at the top of the mind map, at the bottom, in this side, in the other side, between... and sentence cards: “This is a...” “We use it to...” “you can... with your...” to scaffold the presentation to the three-years-old Ss.
- KWL chart to metacognition and self-assessment

Digital resources:

- Hello song, goodbye song, clean up song, five senses song, Japanese songs, CD created by the Ss, video to learn about the senses and polyglots song.

ASSESSMENT

Evaluation criteria

- List the five senses.
- Explain the functions of each sense in front of an audience.
- Recognize the organs used in each sense.
- Apply the knowledge of the five senses to create a recipe, a perfume, a CD with Japanese songs, origami figures and a Japanese poster.

Assessment tools:

Formative assessment

- Exit slips to help the T to assess her/his self.
- Observation of the students during the activities through an active observation checklist.
- KWL chart and traffic lights for the self-assessment.
- Mini whiteboards for immediate feedback when the T asks questions.
- A rubric to assess the presentation of the five senses to the three-years-old Ss, including criteria for the content (the five senses functions and the organs used in each one) and the language worked in the project (locations and adverbs, present simple to express general truths, answers to question to explain the corners).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking in account different the learning styles:

- Digital and auditory resources: Japanese songs and videos about the senses.
- Visual resources: images and a big poster about Japan.
- Manipulative activities: create a perfume, cook dorayakis or create origami figures.
- Speaking activities: present our sense box to three-year-old Ss.
- Group work.
- Complementary activity: excursion to the *Nanoespacio*.

LOTS

Corner 5: Just smell different perfumes and describe the smells.

Language scaffolding: sense verbs+ adjectives (It smells good; it smells bad...); sense verbs+ Noun (It smells like an olive; it smells like a hospital...)

HOTS

Corner 3: The Ss have to investigate about a typical Japanese food and do recipes.

ADHD

More time to do the activities; at the beginning of the day the T explains what they are going to do during the whole day; the T gives him positive reinforcement; the T promotes the self-instruction and self-regulation through group work, qualitative feedback, the modelling of the T, LA and other SS, and the turtle technique.

ASD

“Teacch material” about the senses:

http://www.arasaac.org/materiales.php?id_material=1937



4.2. Second term: Kenya

4.2.1. Unit 4: WANYAMA/ THE ANIMALS

CONTENT AREA: *Área 2, conocimiento del entorno/* Landscapes, animals, meteorological phenomena, typical clothing and transports.

Level: Year 2, second cycle of Infant Education.

Timing: 10 sessions during the first term over 4 weeks

Description: To know and recognize Kenya, identify the basic elements of its landscape, know the weather conditions and, consequently, the typical clothing, work the transports reflecting how we can get from Japan to Kenya and finally learn the typical animals of Kenya and its characteristics.

Product: Visual organizer with the comparison between Japan and Kenya.

CONTENT

Content	Contribution to key competences
<ul style="list-style-type: none"> - Review of the transports - Kenya landscape features - The weather in Kenya - The typical clothing in Kenya - The animals in Kenya - A Masai village <p>Language content</p> <p>Describing a Kenyatta landscape in comparison with a Japanese landscape.</p>	<p>Competence in Linguistic Communication (CLC)</p> <p>Listen and speak during these lessons.</p> <p>Competence in Mathematics, Science and Technology (CMST)</p> <p>Learning Intentions Wall dynamic.</p> <p>Compare and contrast organizer.</p> <p>Puzzle of a Kenyatta landscape.</p> <p>Digital Competence (DC)</p> <p>Do an interactive puzzle</p> <p>Learning to Learn (L2L)</p> <p>Learning Intentions Wall</p> <p>Group learning through dialogue with others.</p> <p>Compare and contrasts Japan and Kenya.</p> <p>Venn Diagram about the animals.</p> <p>Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work</p> <p>Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves</p> <p>Learning through experiences</p>

	<p>Cultural Awareness and Expression (CAE)</p> <p>Kenya VS. Japan.</p>
COGNITION	
<p style="text-align: center;"><u>Teaching Objectives</u></p> <ul style="list-style-type: none"> - To review the main means of transport and to know the differences between them. - To know Kenya's main characteristics and recognize a Kenyatta landscape. - To describe the weather in Kenya. - To know the typical clothes of Kenya. - To know the typical animals of Kenya and its characteristics. - To learn the typical dances of Kenya. - To compare and contrast Kenya and Japan. - To be aware of their learning process. 	<p style="text-align: center;"><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> - Ss name the main means of transports and know which one they have to take to travel from Japan to Kenya. - Ss identify and describe the features of a Kenyatta landscape. - Ss name weather conditions in Kenya and interpret clothes they must wear to go there. - Ss recognize the typical clothing of Kenya and describe them. - Ss recognize the typical animals in Kenya and classify them based on their characteristics. - Ss dance a Kenyatta dancing. - Ss describe a Kenyatta landscape and compare it with a Japanese one. - Ss debate about what they want to learn about Kenya.
CULTURE	
<p style="text-align: center;"><u>Teaching Objectives</u></p> <ul style="list-style-type: none"> - To increase the Ss interest and curiosity about Kenya. 	<p style="text-align: center;"><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> - Ss show interest in Kenya and identify similarities and differences

<ul style="list-style-type: none"> - To ensure that the Ss respect Kenya customs. - To respect others in the class. - To know how to say “the animals” in Suajili. 	<p>with Kenyatta transport, weather, landscape and clothing and Japanese ones.</p> <ul style="list-style-type: none"> - Ss respect the ideas of their peers. - Ss learn the Russian word for “the animals” and enjoy using it.
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COMMUNICATION

Language of learning

- Transports: Train, car, bus, plane, boat, motorcycle, bicycle and air balloon.
- Kenya: Kenyatta, landscape, zebras, lions, giraffes, hippos, elephants, crocodiles, buffaloes, acacias, baobab, Masais, jumping people, savannah.
- Weather: rain, sun, wind, fog, it’s hot, tropical cyclone, tropical storm.
- Clothes: Short trousers, T-Shirt, raincoat.
- Language to describe the weather and the landscape: Present simple (the weather is...; this landscape is...”); language to express quantity (there is a zebra; there are acacias); adjectives (sunny, rainy, beautiful, happy, different, peaceful)

Language for learning

- “I want to learn...” structure for a Learning Intentions Wall.
- Connectors that are necessary to compare and contrast Japan and Kenya: is hotter than...; is colder than...; has more wild animals than...; is closer than...; warmer clothes...; cooler clothes...
- Language to discuss: I think, I prefer, I feel, in my opinion, In my view, I believe, I agree, I disagree...
- Words to express feelings and emotions: happy, sad, nervous, distracted, bored, excited, scared and tired
- Classroom language: See you next week, I have a question; can you pull up/down the blinds? Can you help me please? Can I go to the bathroom?

Language through learning

Language through...

- the interaction with the T and LA
- the peer interaction
- the interaction while doing the interactive puzzle
- the interaction while reading the story and presenting Kenya
- the interaction while doing kinesthetic activities: 4 corners, dances, gymkhana...
- the interaction while doing the visual organizers: Venn diagram and compare and contrast.
- the interaction while painting the Kenyatta landscape with fingerprints.
- the interaction in the zoo excursion.

The vocabulary that we have been working in the other units: Japanese landscape, cherry trees, skyscrapers, kimono, golden carp...

PROCEDURE

Timing	Stage	Activities (T/ S role)	Grouping/s paces
Session 1 (45 min.)			
30-35'	Warm up and activate previous knowledge	<ul style="list-style-type: none"> ○ The T dresses up like a zebra. There is a zebra in danger in Kenya and John has asked her for help. The T asks the students if they want to see and read the story where John asks them for help. ○ They read the story. Pre-reading activity: Observation and “reading” of the front and back covers. From them the Ss interpret the content of the book. While-reading activity: Every time they hear John’s name the Ss have to raise their hand, and every time they hear the name of an animal they have to get up and make sure that all the classmates do it. 	Whole class

		<p>Post reading activity: The Ss have to order some images of the story as they have appeared in the story.</p> <p>The T introduces the word “animals” in Suajili to fill the atmosphere of Kenyatta culture: Wanyama.</p> <ul style="list-style-type: none"> ○ They go to their map and locate Kenya. They talk about Japan, the country they travelled to before, and they talk about how they can travel from Japan to Kenya. ○ They look at the poster of Kenya and we talk about it. <p>SCAFFOLDING:</p> <p>For the pre-reading activity: To encourage Ss to say things in English about the book covers the T asks some questions and gives the Ss a word bank with options to answer.</p> <ul style="list-style-type: none"> - Questions: 1.- What’s on the cover of the book? 2.- What animals can you see? 3.- What do you like the most? - Word banks with the answers: 1.- A girl face; a savannah with different animals; a hospital with a doctor or a beach with children swimming in the sea. 2.- giraffes, buffaloes, elephants, zebras and lions; dogs, cats and horses; giraffes, zebras and seals. 3.- The zebras, the giraffes eating acacia leaves, the lions, the elephants pouring water with their trunks... <p>The LA reads the book and do the pre-while and post reading activities.</p>	
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		LA works to elicit and to make the Ss talk. To do this the LA guides the session with short answer questions, to work all the topics that the Ss want. The LA uses the oral language with sentence cards and pictures that represent what she/he says. (ex: Can you travel from Japan to Kenya by car? Can you see a tiger in the poster? Can you see trees? What animals do you like the most? Can you see snow? Do you think is hot or cold?) In addition, the LA has flashcards with the vocabulary of Kenya (animals, weather, characteristics...) and when the Ss say them the LA takes the flashcards and drill the words (Kenyatta, landscape, zebras, lions, giraffes, hippos, elephants, crocodiles, buffaloes, acacias, baobab, Masais, jumping people, savannah, hot, tropical storm).	
10-15'	Metacognition	Learning Intentions Wall: The T and the Ss dedicate some minutes to talk about the learning intentions and the Ss draw them in our learning intentions wall.	Whole class
Session 2 (45 min.)			
8'	Warm up	For the assembly: <ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Days of the week song https://www.youtube.com/watch?v=qNJRGHk7sN8 ○ What's the weather like today? song https://www.youtube.com/watch?v=rD6FRDd9Hew 	Whole class

		<p>We look at the map and the poster and the T sums up what they were talking in the last session using the flashcards.</p> <p>SCAFFOLDING: The T collects all the information in a mind map.</p>	
35'	Practice and consolidation	<ul style="list-style-type: none"> ○ How can we travel from Japan to Kenya? ○ The T introduces the means of transport with the world map and the flashcards of the transports. The T shows the Ss the flashcards and says the name of each transport. The LA drills the names of the transports. ○ Means of transport song https://www.youtube.com/watch?v=Ut-HbauKzDw https://www.youtube.com/watch?v=YU8V-OhXpLi0 ○ Means of transport twister The T makes a big poster with pictures of the means of transport. Also, the T makes a big dice with the places where the transport can go (track, sky, road, sea). Each Ss have to roll the dice and then they have to place themselves on top of the picture of the corresponding transport. ○ Complete worksheet 1: (reception scaffolding) A crossword of the means of transports. ○ Complete worksheet 2: (transformation scaffolding) Colour a landscape with different means of transport on it. Then, the Ss have to circle 	Whole class and individually

		<p>maritime transports and make a triangle around the land transports.</p> <p>SCAFFOLDING: The T can include pictograms of the means of transports but also real pictures of them. Also, the T can include under each flashcard the name of the transport in capital letters and in lowercase. The T leaves the flashcards on the wall throughout the session so it can be a scaffold for the writing of the names of the transport on worksheet 1.</p> <p>The LA can participate in this session to introduce the name of the transports and offer to the Ss a native pronunciation of them.</p>	
3'	Back to the calm	<ul style="list-style-type: none"> ○ Goodbye song <p>https://www.youtube.com/watch?v=PraN5ZoSjiY</p> <p>https://www.youtube.com/watch?v=UQfvAlmr5g0</p>	Whole class
Session 3 (45 min.)			
8'	Warm up	<p>For the assembly:</p> <ul style="list-style-type: none"> ○ Hello song <p>https://www.youtube.com/watch?v=fN1Cyr0ZK9M</p> <ul style="list-style-type: none"> ○ Days of the week song <p>https://www.youtube.com/watch?v=qNJRGHk7sN8</p> <ul style="list-style-type: none"> ○ What's the weather like today? Song <p>https://www.youtube.com/watch?v=rD6FRDd9Hew</p> <p>Have a look on the map and the poster and drill the name of the animals using the flashcards.</p>	Whole class

30'	Practice and consolidation	<ul style="list-style-type: none"> ○ The T plays a video-song about the animals in the African savanna to present the content in a different way. After watching the video, the Ss have to say which animal they liked the most. https://www.youtube.com/watch?v=IEGKGLY6XZo ○ Each S makes a mask of their favourite savanna animal. They colour it and sting it with the punch. ○ The T plays a video about the animals and the sounds they make (https://www.youtube.com/watch?v=BDYUV7tx_pM), and the Ss have to stand up and move like the animal they are when they listen their sound. ○ The four corners game. In each corner the T sticks a picture of one animal, then, the T says out loud a name of one animal and the Ss have to run to the proper corner. <p>SCAFFOLDING: For the four corners game the T can divide the activity into different levels of difficulty and progress according to the level of the Ss. The T starts saying the name of the animal and showing the flashcard of it; then, the T says the name of the animal and reproduces the noise it makes; and finally, the T only says the name of the animal.</p>	Whole class and individually
5'	Back to the calm	<ul style="list-style-type: none"> ○ The T asks the Ss which activity they liked more and takes note of it on the classroom diary. ○ Goodbye song https://www.youtube.com/watch?v=PraN5ZoSjiY 	Whole class

		https://www.youtube.com/watch?v=UQfvAlmr5g0	
Session 4-5 (90 min.)			
1h 30	Excursion sessions	<ul style="list-style-type: none"> ○ Activity before the excursion: The T asks the Ss some questions: do you know what a zoo is? Have you ever been in the zoo? What can you see in the zoo? The T shows some pictures of the zoo and then the Ss draw themselves at the zoo and then compare their drawing with the reality of the zoo. ○ The T reviews the word Wanyama (animals in Suajili) and they count the syllables it has with claps. The T encourages Ss to teach their zoo T how to say animals in Suajili. The T plays the Polyglots song: Now we know words in English, in Spanish, in Japanese and in Suajili! https://www.youtube.com/watch?v=KkU71E83pKA ○ Excursion to the zoo: guided tour with a zoo specialist to explain them everything and to see the different animals and learn about them. <p>SCAFFOLDING: Activity before the excursion: The T allows the use of L1 and traduces everything. The T does gestures to ensure that the Ss understand the questions.</p>	Whole class
Session 6 (45 min.)			
5'	Warm up	<p>For the assembly:</p> <ul style="list-style-type: none"> ○ Hello song 	Whole class

		https://www.youtube.com/watch?v=fN1Cyr0ZK9M Flashcards of the animals and drill their names.	
35'	Practice and consolidation	<ul style="list-style-type: none"> ○ Activity after the excursion: Brainstorm about the excursion. The T listens and admits everything. Experiences of the Ss, feelings, emotions, discoveries... The T writes everything on the blackboard. ○ Venn diagram with two Savanna animals: giraffes and zebras. At the beginning the T explains what a Venn Diagram is and what the Ss have to do. Later, the T divides the class into five groups of 4 people. First, each S works alone trying to find similarities and differences between giraffes and zebras. Later, the Ss go in pairs and put in common their work, completing each template. Then, the Ss do the same work but in groups of 4. Finally, we share the whole class and complete a big Venn diagram for all the class, including draws and pictures. <p>SCAFFOLDING:</p> <p>For the activity after the excursion: The T can use a visual organizer to collect all the information and word-cards to express feelings and emotions: happy, sad, nervous, distracted, bored, excited, scared and tired.</p> <p>For the Venn diagram: The T gives the Ss an adapted template to do the Venn diagram with the sentences</p>	Group work: 1-2-4 technique

		<p>so the Ss only have to put each sentence in the corresponding part of the diagram.</p> <p>To scaffold the reading of the sentences the T reads all the sentences out loud and asks yes or no questions about them to ensure that the Ss access to their meaning.</p>	
8'	Back to the calm	<ul style="list-style-type: none"> ○ To back to the calm and finish the session the Ss do some yoga with animals. It is a good way to make them aware of their own body. <p>https://www.youtube.com/watch?v=8oGR5xucIdI</p>	Whole class
Session 7 (45 min.)			
8'	Warm up	<ul style="list-style-type: none"> ○ Good morning song https://youtu.be/-0o79IMmAYE ○ Weather song https://www.youtube.com/watch?v=tfAB4BXSHO <p>Δ</p> <p>The T asks:</p> <ul style="list-style-type: none"> ○ What's the weather like today? ○ Does anybody know about the weather in Kenya? We can look at the poster and think about it. ○ What do you think that we have to wear if its sunny and too hot? <p>SCAFFOLDING: The T has some flashcards of the weather and the clothes put it on the wall. The T shows the corresponding flashcard while she/he is talking and says a weather/clothing word.</p>	Whole class
30'	Practice and consolidation	<ul style="list-style-type: none"> ○ Instruments-weather-movement: When the Ss listen an instrument, they have to associate with a weather condition and do a 	Whole class and individually

		<p>movement. The T tells the Ss the relations between instrument, weather condition and movement and then they start playing.</p> <p>Maracas-rain-strike with two fingers in the palm of the hand.</p> <p>Flout-wind-gently tilt with the hands and blow with the mouth.</p> <p>Drum-snow-stomp with their feet.</p> <p>Castanets-sun-clap their hands.</p> <ul style="list-style-type: none"> ○ Instruments-weather-clothes: The relation between the weather and the instruments it's the same as in the other exercise. The T puts in the four corners of the class flashcards different clothes: <ul style="list-style-type: none"> Corner 1: T-Shirt, short trousers, sandals and cap or sunglasses. Corner 2: Raincoat, umbrella, long trousers and boots. Corner 3: Jumper, coat, long trousers. Corner 4: Raincoat, scarf, hat, gloves, long trousers and boots. <p>When the Ss listen an instrument, they have to relate with the rain, the sun, the wind or the snow and the have to run to the corner where they can find clothes to wear for that weather.</p> <ul style="list-style-type: none"> ○ The T gives each S a silhouette of girl/boy body and different clothes. The Ss have to dress their girls and boys with the clothes to go to Kenya. The Ss have to write the name of each clothing. <p>SCAFFOLING:</p>	
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		<p>For the first activity (Instruments-weather-movement) the T creates 4 flashcards with the sequence of the instrument, the weather condition and the movement so at the beginning of the activity, when the T plays an instrument, she/he also pastes the sequence on the board. Then, the T removes this scaffold.</p> <p>For the last activity the T can give the Ss some clues to write the name of the clothes. The T can offer to the Ss the number of letters of each word and if it's necessary some of the letters. They can also look the flashcards of the clothes that are in the corners.</p>	
7'	Back to the calm	<p>The T plays some videos of a Masai dance and the Ss have to imitate:</p> <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=L5zAui_fvbKA ○ https://www.youtube.com/watch?v=_MO9B2jLOgw ○ https://www.youtube.com/watch?v=ktWH880IYXo 	Whole class
Session 8 (45 min.)			
5'	Warm up	<ul style="list-style-type: none"> ○ Good morning song https://youtu.be/-0o79IMmAYE ○ Dancing song https://www.youtube.com/watch?v=2UcZWXvgMZE 	Whole class
35'	Practice and consolidation	<ul style="list-style-type: none"> ○ Puzzle of a Kenyatta landscape. The T prints a big Kenyatta landscape and remove some parts of it. The T hides in the courtyard the parts she/he has removed from the landscape and gives to each group one 	5 groups of 4 and whole class

		<p>treasure map. Each of the maps leads to a piece of the puzzle. In total there are 5 pieces. Each group has to follow the map directions until they find the puzzle piece. When all the groups find their piece, they come back to the class and they put each piece into the correct place. Later, they describe the landscape.</p> <p>SCAFFOLDING: To help the Ss describe the landscape and to promote that the Ss use complete sentences the T writes on the blackboard some structures:</p> <ul style="list-style-type: none"> - “This landscape is ...” - “There are ... and” - “There is a ...” - “I can see ...” <p>The T also pastes on the blackboard the flashcards with the vocabulary that they have been working on the last sessions so if the Ss do not remember one word they can have a look on them.</p> <p>LA has to be in this session to help all the groups and do an active observation of their interaction during the treasure hunt and also to guide the Ss in the description of the landscape.</p>	
5’	Back to the calm	<ul style="list-style-type: none"> ○ Yoga to get back to the calm <p>https://www.youtube.com/watch?v=5XCQfYsFa3Q&t=43s</p>	Whole class
Session 9 (45 min.)			
5’	Warm up	<ul style="list-style-type: none"> ○ Good morning song <p>https://youtu.be/-0o79IMmAYE</p> <ul style="list-style-type: none"> ○ Paint song 	Whole class

		https://www.youtube.com/watch?v=1UPxCSQt_kc	
35'	Practice and consolidation	<ul style="list-style-type: none"> ○ Create a Kenyatta landscape with fingerprints. The T prepares the materials that they are going to use and the T and the Ss establish a dialogue about what they want to do and to draw in the landscape. Then, they have to divide the landscape in 4 parts, and they have to do 4 groups, one for each part of the landscape. The Ss have to draw it using their fingerprints and completing with markers or pencils <p>SCAFFOLDING: The T asks yes or no questions to decide what they are going to paint in their landscape. Ss write their answers on the miniwhiteboards.</p>	Whole class and groups.
5'	Back to the calm	<ul style="list-style-type: none"> ○ Clean up song https://www.youtube.com/watch?v=SFE0mMWbA-Y ○ Goodbye song https://www.youtube.com/watch?v=UQfvAlmr5g0 	Whole class
Session 10 (45 min.)			
10'	Warm up	<ul style="list-style-type: none"> ○ The T asks the Ss if they remember the places where we've travelled to. The T takes out the map and the posters of Japan and Kenya. ○ Brainstorm about Japan and Kenya. The T writes everything on the blackboard. <p>SCAFFOLDING: The T can organize all the information in a mind map. The T guides the</p>	Whole class

		dialogue with short questions and allow the use of L1.	
30'	Practice and consolidation	<ul style="list-style-type: none"> ○ Compare and contrast between Japan and Kenya. <p>SCAFFOLDING: The T gives the Ss an adapted template to do it with the sentences so the Ss only have to put each sentence in the corresponding part of the diagram.</p> <p>To scaffold the reading of the sentences the T reads all the sentences out loud and asks yes or no questions about them to ensure that the Ss access to their meaning.</p>	In pairs
5'	Metacognition and self-assessment	Learning Intentions Wall. We resume the Learning Intentions of the Ss and discuss if they have accomplished them, if they have accomplished them but with support from the T or from other Ss, or if they have not accomplished them. They do this using the traffic lights.	Individually

Materials and resources:

Human resources:

- CLIL teacher
- LA
- Families to motivate and accompany Ss to learn and to participate in an active way in the Ss learning process. Some parents will go to the zoo.

Material resources:

- World map, Kenyatta poster, story about Kenya, flashcards of the means of transports, means of transport twister, worksheets about the transports, pictures of the African savanna animals, treasure map and instruments (maracas, flout, drum and castanets).
- Art materials: pencils, markers, punches, cardboards and finger painting.

Scaffolding resources:

- Flashcards of the means of transports with pictograms and with real pictures.
- Word-cards with the name of each transport in capital letters and in lowercase.
- Venn Diagram and compare and contrast adapted template.
- Flashcards of the weather, the clothes and the animals.
- Sentence bank with description structures.
- Mind maps templates to collect and organize all the information.
- Questions and word banks to scaffold the pre-reading activity.
- Word-cards to express feelings and emotions.
- Flashcards with the sequence of instrument, weather condition and movement.

Digital resources:

- Hello song, days of the week song, weather song, goodbye song, means of transport song, animals in the African savanna song, video about the animals and the sound they make, yoga videos, Masai dance videos, activation songs, song to paint, clean up song and polyglots song.

ASSESSMENT**Evaluation criteria**

- List the main means of transport and explain the differences between them.
- Describe a Kenyatta landscape.
- Describe the weather in Kenya.
- List the African savanna animals and explain their characteristics.
- Explain the similarities and differences between Kenya and Japan.

Assessment tools:**● Formative assessment**

- Observation of the students during the activities through an active observation checklist.
- Random selection tool to ensure active participation and interaction in the class.

- Thumbs up, thumbs down after the practice activities for critical thinking and immediate feedback.
- Miniwhiteboards for yes/no answers.
- Learning intentions wall with traffic lights for self-assessment and peer assessment.
- Analytic rubric to assess the compare and contrast about Kenya and Japan in an integrated manner, including criteria for the content (clothes, weather conditions, animals and landscape characteristics of each place) and the language worked in the project (descriptions and comparisons).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking in account different the learning styles:

- Digital and auditory resources: interactive puzzle and videos/songs about Kenya.
- Visual resources: world map and poster about Kenya
- Manipulative and kinesthetic activities (physical and hands-on approach): four corners game, instruments activity and gymkhana activity.
- Complementary activity: excursion to the zoo
- Progression of cognitive implication.

LOTS

Session 8: Draw a Japanese landscape and a Kenyatta landscape.

HOTS

Session 2: Means of transport twister: The T can include another dice with the parts of the body so the Ss have to touch the corresponding transport with the part of the body that this second dice says.

Session 3: Four corners game: The T can say instead of the name of the animal a characteristic of it.

Session 4: Venn Diagram including three or more animals.

For those Ss that have high motivation about this topic:
https://www.youtube.com/watch?v=DnSTLQB__FY&t=196s

ADHD

Provide qualitative feedback; promote self-instruction and self-regulation through teamwork, modelling of the T and the LA, self-correcting activities and the turtle technique; encourage him to talk and to keep working; place him close to the T; plan many short activities, better than few long activities; tell him specifically and individually the rules of the activities and the steps to follow; give him positive reinforcement.

ASD

“Teacch material” about the transports and the animals:

<https://www.pinterest.es/pin/487092515947350163/>

<https://www.pinterest.es/pin/356910339201924878/>



4.2.2. Unit 5: MRABA, MDUARA NA PEMBETATU/ SQUARE, CIRCLE AND TRIANGLE

CONTENT AREA: *Área 2, conocimiento del entorno/* Basic quantifiers, initiation to the manipulative sum, attributes of objects, sequences, groupings and comparisons, geometric figures and temporary location of everyday activities.

Level: Year 2, second cycle of Infant Education

Timing: 8 sessions during the third term over 4 weeks

Description: To know the basic quantifiers (everything, nothing and something), do symbolic sums, describe objects taking into account the colour, the size and the form, create ternary

sequences and groupings with a given criteria, to identify the different geometric figures and to do a timeline of the everyday activities.

Product: Create Kenyatta animals with a tangram.

CONTENT

Content	Contribution to key competences
<ul style="list-style-type: none"> - Basic quantifiers: “everything, nothing and something”. - Initiation to the symbolic sum. - Ternary sequences, groupings and comparisons taking in account the attributes of objects. - Basic notions of measurement: large, medium, small/ long and short. - Geometric figures - Temporary location of everyday activities. <p style="text-align: center;">Language content</p> <p>Describing the animal that the Ss create with the tangram and the geometric figures that they use to represent the different parts of the animal.</p>	<p style="text-align: center;">Competence in Linguistic Communication (CLC)</p> <p>Listen and speak during these lessons</p> <p style="text-align: center;">Competence in Mathematics, Science and Technology (CMST)</p> <p>Logical structured material.</p> <p style="text-align: center;">Learning to Learn (L2L)</p> <p>Traffic lights dynamic</p> <p>Group learning through dialogue with others.</p> <p style="text-align: center;">Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work</p> <p style="text-align: center;">Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves.</p> <p>Working with others.</p> <p>Creativity while creating animals with tangram pieces.</p> <p style="text-align: center;">Cultural Awareness Expression (CAE)</p> <p>Learn about the animals in Kenya.</p>

	Kenya VS. Japan
COGNITION	
Teaching Objectives	Learning Outcomes
<ul style="list-style-type: none"> - To know the differences between everything, nothing and something. - To do sums in a symbolic way. - To create sequences, groupings and comparisons. - To know basic notions of measurement. - To recognize geometric figures. - To sequence the everyday activities. - To create animals using geometric figures and describe them. - To be aware of their learning process. 	<ul style="list-style-type: none"> - Ss classify groups of objects depending on the quantity: everything, nothing and something. - Ss compare between different sets of things using basics quantifiers or counting. - Ss sum without using physical objects. - Ss construct ternary sequences with a given criteria. - Ss create Kenyatta animals using geometric figures. - Ss describe the geometric figures. - Ss list some everyday activities taking in account the temporary location of them. - Ss describe the characteristics of the animals they make and the geometric figures they use. - Ss debate about what they want to learn.
CULTURE	
Teaching Objectives	Learning Outcomes
<ul style="list-style-type: none"> - To increase the Ss interest and curiosity about Kenya. 	<ul style="list-style-type: none"> - Ss increase their interest in Kenya.

<ul style="list-style-type: none"> - To promote the motivation of the Ss about Kenya and promote them to ask questions about this culture. - To respect others in the class. - To know how to say “square, circle and triangle” in Suajili 	<ul style="list-style-type: none"> - Ss ask questions about Kenya and about the activities that we do. - Ss respect the ideas of their peers. - Ss learn the Suajili words for “square, circle and triangle” and enjoy using it.
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COMMUNICATION

Language of learning

- Size: large, medium, small, long and short.
- Geometric figures: Circle, square, rectangle, triangle and rhombus.
- Addition vocabulary: plus, equals, get, add and together.
- Numbers: One (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10), eleven (11), twelve (12), thirteen (13), fourteen (14), fifteen (15).
- Vocabulary to sequence activities: First, then, later, at the beginning, at the end...
- Language to describe the animals and the geometric figures: Present simple (My creation is a ...; It is ...; It has...); sides, vertices.

Language for learning

- Colours: blue, red, green, yellow, purple and pink.
- Comparisons structures: “Larger than...” “smaller than...”
- Zebras, giraffes, crocodiles, hippos, elephant, lions ... The T will use these animals to do all the activities and to continue learning about Kenya.
- Language to describe number and addition cards: “I have the number after...” “I have the number before...” “I have ... plus ...” “If you put together ... apple and ... apples you get my number”
- Language about routines: “I wake up, I have breakfast/lunch/dinner, I go to school, I come back home, I play, I learn, I cook, I go to the park, I go to sleep, I have a shower...”

- Classroom language: Can I stand up? Can I go to the bathroom? Can I go out? Can I have a pencil? Can you help me? I don't understand this.

Language through learning

Language through...

- the interaction with the T and LA.
- the peer interaction through activities.
- the interaction while doing additions, groupings and sequences.
- the interaction while playing games such as twister or the four corners.
- the interaction while creating the animals with the pieces of the tangram
- the jigsaw activities and the light table experience.

Vocabulary about Kenya that they already know and animals that they like.

PROCEDURE

Timing	Stage	Activities (T/ S role)	Grouping/s paces
Session 1 (45 min.)			
5'	Warm up	<ul style="list-style-type: none"> o Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M o Days of the week song https://www.youtube.com/watch?v=qNJRGHk7sN8 o How is the weather today? song https://www.youtube.com/watch?v=rD6FRDd9Hew 	Whole class
30'	Practice and consolidation	<ul style="list-style-type: none"> o The T puts 3 rings on the ground of different colours: green, red and blue. Inside the green one the T puts some animals, inside the red one the T puts all the animals they have in the class, and inside the blue one nothing. The T gives to the Ss three cards 	Whole class and individually

		<p>with the words: everything, nothing and something. The Ss have to situate each card in the corresponding ring. Then, the T drills these three words.</p> <ul style="list-style-type: none"> ○ Three corners game: The T pastes a photo with many things in one corner, a photo with somethings in another corner, and a blank photo in the other corner. The T also pastes the word cards of the first activity. Then, the T shows different photos with objects and the Ss have to run to one corner or another, depending on the quantity of objects of the pictures. ○ Worksheet 1: Match two columns. In one column there are drawings with animals and in the other the words “something, everything and nothing” <p>SCAFFOLDING: For the first activity the T can write the word everything in red, something in green and nothing in blue, the same colour of the rings.</p>	
10'	Metacognition and self-assessment	Traffic lights technique: Each Ss have three cardboards: one red, one yellow and one green. The T asks some questions and the Ss have to show the cardboard of the colour they consider, bearing in mind that the red means that they have no understood anything, yellow that they have understood something but not everything, and green that they have understood it very well.	Individually
Session 2 (45 min.)			
5'	Warm up	<ul style="list-style-type: none"> ○ Good morning song 	Whole class

		<p>https://youtu.be/-0o79IMmAYE</p> <ul style="list-style-type: none"> ○ Dancing song https://www.youtube.com/watch?v=2UcZWXvgMZE 	
35'	Practice and consolidation	<ul style="list-style-type: none"> ○ Additions with dices: The T brings to the class 2 big dices. The Ss can play and experiment with them. Then, the T asks two Ss to take the dices and roll them. The T asks them how many points they can see in both dies. They start doing sums in pairs. The T says the numbers in the dices and the addition structure so the Ss can familiarize with it. For example: Two plus five equal seven. Then the T removes the scaffolding and lets the Ss say sentence. The Ss have to order themselves in order, taking into account the number they have obtained from their addition. ○ Jigsaw additions: The T gives to each S one card. There are 2 types of cards: ones with a number on it and others with an addition. The Ss who have a number have to move all around looking for a classmate with and addition card that correspond with their number, and the Ss that have an addition in the card have to move all around looking for a classmate with the solution of his/her addition. The Ss cannot show their card to their classmates so they have to talk with their colleagues about the card that they have, but if they have a number card, they cannot say the number. 	Whole class


		<ul style="list-style-type: none"> ○ Giant domino of additions. Each S has two or three pieces with additions and numbers, and they have to play domino. <p>SCAFOLDING: In the jigsaw activity the T differentiates the 2 types of cards with colours. In this way the cards with additions can be red and the cards with a number blue.</p> <p>Also, in this activity the T can write a sentence bank in the blackboard with the sentences that they can use to describe their cards: “I have the number after...” “I have the number before...” “I have ... plus ...” “If you put together ... apple and ... apples you get my number”</p> <p>The LA can guide this jigsaw activity.</p>	
5’	Metacognition and self-assessment	<ul style="list-style-type: none"> ○ Traffic lights technique. 	Individually
Session 3 (45 min.)			
5’	Warm up	<ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Long and short song https://www.youtube.com/watch?v=U7BcYQzh4R8 	Whole class
35’	Practice and consolidation	<ul style="list-style-type: none"> ○ Flashcards of short and long things to introduce these concepts and give Ss a model of what is short and what is long so that they can do the next activity better (reception scaffolding) ○ Twister: The T makes a big poster with pictures of Kenyatta animals of different 	Whole class and individually

		<p>sizes: large, medium and small and also long and short. Also, the T makes a big dice with the words “large, medium, small, long and short”. Each Ss have to roll the dice and then they have to place themselves on top of the picture of the corresponding animal.</p> <ul style="list-style-type: none"> ○ Worksheet 1: The Ss have a paper with a giraffe eating from an acacia. The Ss have to draw on one side of the giraffe another giraffe with a longer neck, and in the other side of the giraffe, one with a shorter neck. 	
5’	Back to the calm	<ul style="list-style-type: none"> ○ Goodbye song https://www.youtube.com/watch?v=UQfvAlmr5g0 	Whole class
Session 4 (45 min.)			
5’	Warm up	<ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Days of the week song https://www.youtube.com/watch?v=qNJRGHk7sN8 <p>To remind the additions the T can asks the Ss to do some additions with dices, like in the first session.</p>	Whole class
30’	Practice and consolidation	<ul style="list-style-type: none"> ○ Bingo of additions: The T gives each student a cardboard with 6 numbers. The T puts on the computer a PPT with different additions. The Ss have to say aloud the sum that is in the PPT (using the addition structure that they have learnt in the last session) and solve it individually and if they 	Whole class and individually


		<p>have the solution in their cardboard, they have to cross out the number.</p> <ul style="list-style-type: none"> ○ Create a ternary sequence: The Ss have to draw a ternary sequence with the animals that they want. They have to create 2 sequences: three different animals (1) and three different sizes of the same animal (2). <p>SCAFFOLDING: For the bingo: If any S needs it the T leaves objects on the tables to do the additions in a manipulative way.</p> <p>Word cards with the symbols of the addition and equals (+ and =) and their names.</p>	
10'	Back to the calm	<ul style="list-style-type: none"> ○ Yoga https://www.youtube.com/watch?v=LhYtcadR9nw 	Whole class
Session 5 (45 min.)			
5'	Warm up	<ul style="list-style-type: none"> ○ Good morning song https://youtu.be/-0o79IMmAYE ○ Dancing song https://www.youtube.com/watch?v=2UcZWXvgMZE 	Whole class
40'	Practice and consolidation	<p>All the activities in this session are going to be developed with a logical structured material.</p> <p>The logical structured material consists on T-shirts of 3 different sizes and colours (blue, green and pink) and buttons in 3 different sizes, forms (circle, square and triangle) and colours (red, orange and yellow)</p>	Whole class



- Activity 1: The T uses only the buttons and 3 dices: one dice of colours, other dice of size and the other one of form. The T rolls the dices and the Ss have to take a button with the characteristics that the dice shows. The Ss have to be quick because there are no buttons for everyone. The T counts each Ss's points in this way: if the S takes a button with the characteristics of one dice, the S obtains 1 point. If the S takes a button with the characteristics of 2 dices, the S obtains 2 points. Finally, if the S takes a button with the characteristics of the 3 dices, the S obtains 3 points.
- Activity 2: Domino with the logical structured material.
The T gives to each Ss a card with the characteristics of the T-shirt that they have to create. Then, we play to the domino game with the T-shirts that the Ss have created. The main rule of this domino is that the Ss can only place one T-shirt next to another

		<p>when they only differ in one aspect.</p>  <p>SCAFFOLDING: To guide the Ss in the domino game the T can ask questions about the T-shirts to make the Ss realize the characteristics of their T-shirt and the ones of the previous T-shirt “What colour is your T-shirt? What colour is your button? What is the shape of the button?” and show word cards with two possible answers.</p>	
Session 6 (45 min.)			
5’	Warm up	<ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Days of the week song https://www.youtube.com/watch?v=qNJRGHk7sN8 ○ How is the weather today? song https://www.youtube.com/watch?v=rD6FRDd9Hew 	Whole class
35’	Practice and consolidation	<ul style="list-style-type: none"> ○ What do you do every day? song to introduce the timeline content and give the Ss a model/scaffold of the activities in a day. https://www.youtube.com/watch?v=_oEAdz3MAjQ ○ Create a schedule with the activities that each S does every day. They can take it home and check every day if they have done well or not. 	Individually

		SCAFFOLDING: The T can give the Ss a template to fill out with all the information. To scaffold the writing the T gives sentences models “I wake up, I have breakfast/lunch/dinner, I go to school, I come back home, I play, I learn, I cook, I go to the park, I go to sleep, I have a shower...” The Ss can use these sentences cut-outs, order and paste them to create their schedule.	
5’	Back to the calm	<ul style="list-style-type: none"> ○ Clean up song https://www.youtube.com/watch?v=SFE0mMWbA-Y ○ Goodbye song https://www.youtube.com/watch?v=UQfvAlmr5g0 	Whole class
Session 7 (45 min.)			
10’	Warm up	<ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Freeze song with geometric figures. When the Ss listen freeze they have to look for the geometric figure that the T says and freeze on it. The T introduces the words “circle, square and triangle” in Suajili, to fill the atmosphere of the Kenyatta culture. https://www.youtube.com/watch?v=2UcZWXvgMZE 	Whole class
30’	Practice and consolidation	<ul style="list-style-type: none"> ○ Experiment with the light table and with geometric figures. This session is for each S to experiment freely. Each S can create whatever they want on the light table. In this 	Whole class

		<p>session is very important the active observation of the Ss with a checklist.</p>  <p>http://www.creciendoconmontessori.com/2018/11/recopilacion-de-materiales-para-la-mesa-de-luz-sorteo-mesa-de-luz-oferta-black-friday.html</p> <p>SCAFFOLDING: The T allows the use of L1 and tries to translate what the Ss say and does sandwiching technique with the key words.</p>	
5'	Back to the calm	<ul style="list-style-type: none"> ○ Clean up song https://www.youtube.com/watch?v=SFE0mMWbA-Y ○ Goodbye song https://www.youtube.com/watch?v=UQfvAlmr5g0 	Whole class

Session 8 (45 min.)			
8'	Warm up	<ul style="list-style-type: none"> ○ Good morning song https://youtu.be/-0o79IMmAYE ○ Freeze song with geometric figures. When the Ss listen freeze they have to look for the geometric figure that the T says and freeze on it. https://www.youtube.com/watch?v=2UcZWXvgMZE 	Whole class
35-40'	Practice and consolidation	<ul style="list-style-type: none"> ○ Animal tangram: In groups the Ss have to create Kenyatta animals with wooden geometric figures. They can create crocodiles, zebras, giraffes, hippos, elephants, lions... The T provides each group with a tablet to look for examples. Each group has to describe their animal to the rest of the class and also describe the geometric figures that they use for each part of the animal. <p>SCAFFOLDING: the LA scaffolds the descriptions of the animals and the geometric figures with language cards “My creation is ...” “It is ...” “It has...”. Also, the LA offers a glossary with words and pictures before the task: legs, beak, ears, eyes, hair, sides and vertices.</p>	5 groups of 4.
10'	Back to the calm and assessment	<ul style="list-style-type: none"> ○ Exit slips with faces. The T gives to the Ss a piece of paper with 3 different faces and the Ss have to colour the one that they want taking into account the activities of the unit. ○ Goodbye song 	Individually and whole class

		https://www.youtube.com/watch?v=UQfvAlmr5g0	
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Materials and resources:

Human resources:

- CLIL teacher and LA
- Families to motivate and accompany Ss to learn and to participate in an active way in the Ss learning process: from home they can do a schedule of their everyday activities to also set routines at home. In addition, they can play some online and interactive games in this web: <https://www.ixl.com/math/pre-k>

Material resources:

- Rings, animal toys, photos of “everything, nothing and something”, word cards, worksheet to work everything, nothing and something concepts. Dies, cards with numbers and additions, giant domino, animals of different sizes, twister, logical structured material, light table and wooden geometric figures.
- Art materials: pencils, markers and cardboards.

Scaffolding resources:

- Colour cards for the jigsaw activity
- Sentence bank with description for the jigsaw activity.
- Objects to do the additions of the bingo.
- Flashcards with words written in different colours
- Template for the schedule.
- Sentence bank to scaffold the writing of everyday activities in the schedule
- Language cards for the description of the animals and the geometric figures.
- Glossary with pictures and the written form of the words to describe animals and geometric figures.

Digital resources:

- Hello song, days of the week song, weather song, goodbye song, long/short song, yoga video, freeze songs and clean up song.

ASSESSMENT

Evaluation criteria

- Differentiate between everything, something and nothing.
- Solve simple symbolic sums.
- Distinguish between “long and short” concepts and compare objects based on these characteristics.
- Recognize and draw basic geometric figures (circle, square, rectangle, triangle).
- Describe animals created with geometrical figures

Assessment tools:

● **Formative assessment**

- Observation of the students during the activities through an active observation checklist
- Random selection tool to ensure active participation and interaction in the class.
- Traffic lights for self-assessment critical thinking.
- Exit slips to help the T to assess her/his self.
- A rubric to assess the description of the animals and the geometric figures used for doing it in an integrated manner, including criteria for the content (animals and geometric figures characteristics) and the language worked in the project (descriptors).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking into account different the learning styles:

- Teamwork to solve the activities.
- Kinesthetics activities, physical and hands-on activities: additions activities, domino, light table experience, geometric figures dancing.
- Progression of cognitive implication.

LOTS

Session 7: List in order the activities that they do in a day.

HOTS

Session 3: Twister: The T can include another dice with the parts of the body so the Ss have to touch the corresponding animal with the part of the body that this second dice says.

Session 4: Bingo of additions: The T can create cardboards of 8 or 10 numbers instead of 6. Also, the T can include in the cardboard's additions and numbers and in the PPT too.

ADHD

Qualitative feedback and positive reinforcement

Encourage the S to talk and encourage him to keep working.

Plan for many short activities.

Establish clear and precise rules before the activities to promote self-instruction and self-regulation.

For this Ss the T can create a big bingo cardboard so he has to move more to cross out the numbers. This way, he does not have to be sitting during this activity and will probably become less nervous and more attracter to the task. In order to not make much difference between this S and the rest of the classmates, the T can create more big bingo cardboards an put them on the floor and have several Ss play like this, or even all of them.

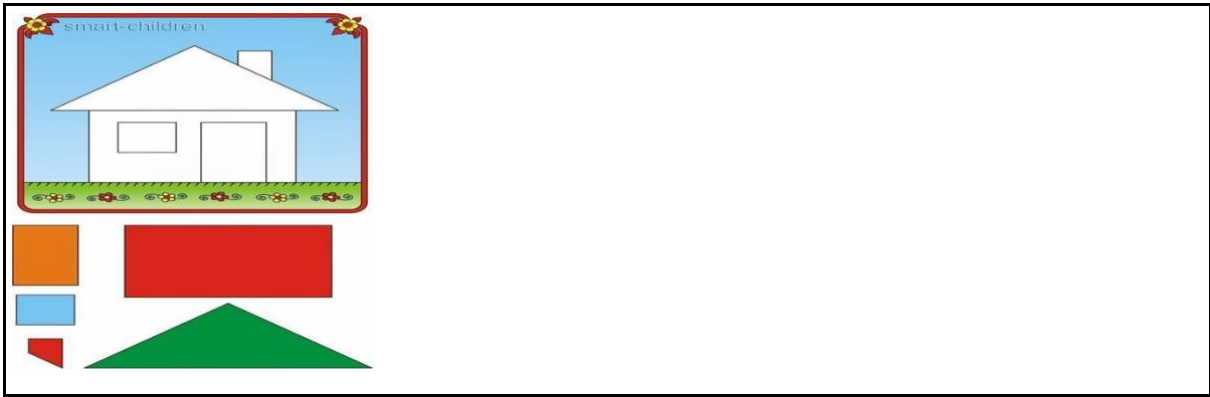
ASD

“Teacch material” for numbers:

<https://rinconespecial.wordpress.com/2013/03/29/numeracion/>



“Teacch material” for geometric figures <https://www.pinterest.es/pin/791789178207525532/>



4.2.3. Unit 6: MEWZI/ MOON

CONTENT AREA: *Área 2, conocimiento del entorno/* The universe, the moon, the stars and space travels.

Level: Year 2, second cycle of Infant Education

Timing: 9 sessions during the third term over 4 weeks

Description: To know about the universe and about the characteristics of the planet where they live. To know about the moon, the moon phases, the stars and the constellations. To plan a space travel.

Product: Create and present an advertisement about a trip to the space.

CONTENT

Content	Contribution to key competences
<ul style="list-style-type: none"> - The universe - The Earth planet - The moon - The stars - Space travels <p>Language content</p> <p>An advert. Persuasion vocabulary to announce a trip to the space.</p>	<p>Competence in Linguistic Communication (CLC)</p> <p>Listen and speak during these lessons.</p> <p>Competence in Mathematics, Science and Technology (CMST)</p> <p>Use webs to find and recognize constellations in the sky.</p> <p>Learning to Learn (L2L)</p> <p>Learning Intentions Wall</p>

	<p>Group learning through dialogue with others</p> <p>Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work</p> <p>Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves.</p> <p>Motivation and perseverance.</p> <p>Learning through experience.</p>
COGNITION	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To know the concepts of day, night, sun and stars. - To know the moon phases. - To identify and know the necessary materials to do a space trip: astronauts, rockets, space vehicles... - To create an advertisement about a trip to the space and present it to the classmates. - To be aware of their learning process. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss explain how the sequence of day and night it's produces. - Ss understand the life cycle of a star and locate the parts of a shooting star. - Ss recognize the most important constellations. - Ss draw and recognize the moon phases. - Ss describe a space trip: rockets, spaceships, spacesuits, astronaut... - Ss compare between an astrologer and an astronaut. - Ss announce a trip to the space. - Ss debate about what they want to learn.

CULTURE

Teaching Objectives	Learning Outcomes
<ul style="list-style-type: none"> - To increase the Ss interest and curiosity about the universe. - To value the importance of the moon and the sun. - To respect others in the class. - To know how to say “the moon” in Suajili. 	<ul style="list-style-type: none"> - Ss show interest in the Universe. - Ss identify and explain the importance of the moon and the sun. - Ss respect the ideas of their peers. - Ss learn the Suajili word for “moon” and enjoy using it.

COMMUNICATION

<p>Language of learning</p> <ul style="list-style-type: none"> - Sun, stars, shooting stars, day, night and astrologers. - Space trip: astronauts, spaceships, spacesuits and rockets. - Moon phases: new moon, waxing crescent, full moon and waning crescent. - Persuasion vocabulary: most, best, amazing, should, definitely, must, need and sure. - Elements of an advert: The heading, the images, the captions. <p>Language for learning</p> <ul style="list-style-type: none"> - Review of the “I want to learn...” structure for a Learning Intentions Wall. - Ordinal numbers: first, second, third and fourth. - Closed questions about the shooting starts: Do shooting stars move? Do shooting stars move slow? Do they move fast? Do shooting stars shine? Are shooting stars small? - Language to explain the process of doing the moon phases with Oreo: “I remove all the white part to make the new moon, I take some of the white part on this side to make the waxing crescent, I take some of the whit part on this other side to make the waning crescent, I leave all the white part to make the full moon” - Sentences and closed questions for the comparison about astronauts and astrologers.
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- Language to present information to an audience: short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality) and about the five senses (CEFR, 2001).
- Locations and adverbs: at the top, at the bottom, on this side, on the other side, between...
- Classroom language: Can I go to the toilet? Good morning, see you next day, goodbye, can you open/close the window? Can I have a marker?

Language through learning

Language through...

- the interaction with the T and LA
- the peer interaction
- the interaction while the creation of the advertisement
- the interaction while doing the universe mural, the telescope, the balloon rocket and the space suit.
- the group activities, videos, stories...

Vocabulary about the universe that they already know.

PROCEDURE

Timing	Stage	Activities (T/ S role)	Grouping/ spaces
Session 1 (45 min.)			
10'	Warm up and activate previous knowledge	To introduce the topic the T asks the Ss how they travel from Japan to Kenya. From this question they start to talk about the sky. The T can give some teach material about the sky and the space to scaffold the speaking of the Ss. The T can use this type of material to include the student with ASD in the activity and work all together in a simple task. https://www.youtube.com/watch?v=XLQEmPWf2nQ https://www.youtube.com/watch?v=GqNaVXycr_o	Whole class

		<p>https://www.youtube.com/watch?v=hG85D69Pepw</p> <p>The T plays the videos and the they do a brainstorm about the Ss previous knowledge.</p> <p>SCAFFOLDING: The LA collects all the information in a mind map. The LA allows the use of L1 and translates everything doing sandwiching in the key words.</p>	
10'	Metacognition	<p>Learning Intentions Wall: We dedicate some minutes to talk about the learning intentions and we write or draw them in our learning intentions wall.</p>	Whole class
25'	Practice and consolidation	<ul style="list-style-type: none"> ○ Two corners game: The T pastes in one corner a flashcard of the day and in another corner one of the night. Then, the T says things that the Ss do during the day and things that they do during the night. When the Ss listen a word, they have to run to one corner or the other. ○ Day and night worksheet: The T gives to each S two cardboards, one blue and one black. In the blue one the Ss have to write “Day” and they have to draw things that they do during the day or that they can see when it’s daytime. In the black one they have to do the same work but with the night. <p>SCAFOLDING: For the worksheet the T gives pictures to the Ss so they can paste them. The Ss can look on the flashcards how to write “day” and “night”.</p>	Whole class and individually

Session 2 (45 min.)			
10'	Warm up	<ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Stars song https://www.youtube.com/watch?v=7t3aXb3LpWg 	Whole class
30'	Practice and consolidation	<p>Shooting stars song (https://www.youtube.com/watch?v=bloDKQo75CM) to present the characteristics of the shooting stars. The Ss create a shooting star with colour papers and write a wish inside it.</p> <ul style="list-style-type: none"> ○ Constellations video (https://www.youtube.com/watch?v=y7hF4RK-y4A) to learn what the constellations are and to give a model/scaffold to the Ss to create a constellation with gomets in a black cardboard. <p>SCAFOLDING: The T creates a binary key about the shooting stars so that all the Ss understand what it is and its characteristics. The T uses closed questions for it: Do shooting stars move? Do shooting stars move slow? Do they move fast? Do shooting stars shine? Are shooting stars small?</p>	Individually
5'	Back to the calm	<ul style="list-style-type: none"> ○ Clean up song https://www.youtube.com/watch?v=SFE0mMWbA-Y ○ Goodbye song https://www.youtube.com/watch?v=UQfvAlmr5g0 	Whole class


Session 3 (45 min.)			
5'	Warm up	<ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Days of the week song https://www.youtube.com/watch?v=qNJRGHk7sN8 ○ Stars song https://www.youtube.com/watch?v=7t3aXb3LpWg 	Whole class
30'	Practice and consolidation	<ul style="list-style-type: none"> ○ Do a mural with the shooting stars and the constellations that the Ss made in the last session and include draws of stars and other things that they can see in the sky and they label them with word cards. ○ What's a telescope? Drill with the Ss the parts of a telescope using flashcards with their names and images. (telescope, tube, tripod, objective, eyepiece and lenses). Then the T plays this video to see the parts and present the content in a different way: https://www.youtube.com/watch?v=jAFrlzOtz-Y (until minute 1.28) ○ Create a telescope to see the stars with paper tubes and 2 lenses. <p>SCAFFOLDING: Word cards to label the elements of the mural: shooting stars, constellations, stars, sky, moon.</p> <p>The T gives the steps to follow to create a telescope orally, with written sentences and with sentences made with pictures: Paint the paper tubes. Paste the</p>	Whole class and individually

		paper tubes with tape. Paste the lenses and see the moon!	
10'	Back to the calm	<ul style="list-style-type: none"> ○ Clean up song https://www.youtube.com/watch?v=SFE0mMWbA-Y ○ Goodbye song https://www.youtube.com/watch?v=UQfvAlmr5g0 	Whole class
Session 4 (45 min.)			
5'	Warm up	<ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Days of the week song https://www.youtube.com/watch?v=qNJRGHk7sN8 	Whole class
30'	Practice and consolidation	<ul style="list-style-type: none"> ○ The LA introduces the 4 moon phases with flashcards and drill their names. Then, they play a gross motor game to learn these phases. The T pastes in the floor images with the names and pictures of the four phases and says the name of one of them. The Ss have to run and jump on the correct phase. Then, they can change the roles so the T and LA jump on an image and the Ss have to say the name of the moon phase. ○ Worksheet 1: The T gives a piece of paper with four circles to the Ss and they have to draw the four moon phases, one in each circle. Then the Ss have to order the phases using ordinal numbers. 	Individually

		<ul style="list-style-type: none"> ○ The Ss create and explain the four moon phases with Oreo biscuits and write their names. The T introduces the word “moon” in Suajili, to fill the atmosphere with the Kenyatta culture. <p>SCAFFOLDING:</p> <p>To order the moon phases the T creates word cards with the ordinal numbers: first, second, third and fourth. The Ss have to put each card next to the corresponding moon phase drawing.</p> <p>To scaffold the writing of the four phases the T creates a crossword with the 4 names. On the crossword there are the names of the moon phases and the gaps to write them. Next to each row of gaps there is a picture of the corresponding phase to associate the word to the moon phase.</p> <p>To scaffold the explanation of the moon phases the T gives the Ss a worksheet divided in two columns and the Ss have to match both columns.</p> <ul style="list-style-type: none"> - Column 1: I remove all the white part to make the..., I take some of the white part on this side to make the..., I take some of the white part on this other side to make the..., I leave all the white part to make the... - Column 2: new moon, waxing moon, full moon and waning moon. 	
10'	Back to the calm	<ul style="list-style-type: none"> ○ Yoga to be aware of their own body and back to the calm. <p>https://www.youtube.com/watch?v=LhYtcadR9nw</p>	Whole class
Session 5 (45 min.)			

5'	Warm up	<ul style="list-style-type: none"> ○ Good morning song https://youtu.be/-0o79IMmAYE ○ Dancing song https://www.youtube.com/watch?v=2UcZWXvgMZE 	Whole class
35'	Practice and consolidation	<ul style="list-style-type: none"> ○ The LA introduces the content of a space trip with flashcards (picture+ word): Sun, stars, shooting stars, day, night, moon, astronauts, astrologers, spaceships, spacesuits, rockets. The LA drills these words. ○ Worksheet 1: The T gives the Ss a worksheet full of pictures of different things. On it there should be objects related to a space trip and objects that are not related to it (food, animals, means of transports...). The Ss have to colour only the objects that are related with a space trip (sun, stars, shooting stars, moon, astronauts, spaceships, spacesuits, rockets). With this the T can check if the Ss have understood the meaning of the previous flashcards and it is also a good task to improve the Ss attention. ○ Bingo with space trip words: The T gives one bingo cardboard to each Ss. In each cardboard there are nine pictures. First, the Ss have to label each picture with the help of the LA. Then, the T says one of the vocabulary words and if the Ss have that word/picture in their carboard they have to cross it out. <p>SCAFFOLDING:</p>	Whole class, in pairs and individually

		To help the Ss label each picture the LA gives them a word search puzzle with the words that they have to write to label their pictures. All these materials are scaffolds for the next session.	
5'	Back to the calm	<ul style="list-style-type: none"> ○ Clean up song https://www.youtube.com/watch?v=SFE0mMWbA-Y ○ Goodbye song https://www.youtube.com/watch?v=UQfvAlmr5g0 	Whole class
Session 6 (45 min.)			
5'	Warm up	<ul style="list-style-type: none"> ○ Hello song https://www.youtube.com/watch?v=fN1Cyr0ZK9M ○ Days of the week song https://www.youtube.com/watch?v=qNJRGHk7sN8 	Whole class
35'	Practice and consolidation	<ul style="list-style-type: none"> ○ Create a space suit with recycle materials (flexible plastic tubing, plastic bottles and foil). The T shows the Ss this picture and asks them if they want to do a space suit like this one. The T asks them what they need to do it and allows the using of L1 to say the materials that the Ss see in the photo. The T traduces everything and gives them the word in 	Individually and in groups

		<p>English of the materials they need.</p>  <p>https://www.babycenter.com/609_how-to-make-an-astronaut-costume_20001562.bc</p> <ul style="list-style-type: none"> ○ Compare and contrast astrologers and astronauts. <p>SCAFOLDING: To scaffold, put into context and remember what Ss have worked the previous session, the T reviews the flashcards and gives the Ss the carboards of the bingo to see the pictures.</p> <p>To scaffold the comparison between an astrologer and an astronaut the T gives to the Ss a visual organizer to compare both professions. They can choose between the Venn Diagram or the compare and contrast organizer. Also, the T gives to the Ss sentences that they can use to fill the visual organizers and to make sure they understand the meaning of the sentences the T asks closed questions about them.</p>	
5'	Back to the calm	<ul style="list-style-type: none"> ○ Play with words: The Ss play with the word "mewzi". The T distributes some letters on the floor. Then the T gives clues about the letters in the word "mewzi" for Ss to look for them and create the word. For example, the clue for letter "m" can be "it is the first letter of the word mom". The Ss have to look for 	In groups and whole class

		<p>the letters in groups of 4 and then they have to order them and create the word “mewzi”.</p> <ul style="list-style-type: none"> ○ The Polyglots song. Now we know words in English, in Spanish, in Japanese and in Suajili! <p>https://www.youtube.com/watch?v=KkU71E83pKA</p>	
Session 7 (45 min.)			
45'	Warm up+ practice+ back to the calm	<ul style="list-style-type: none"> ○ Motor story of a space trip. The LA reads and interprets a story about a space trip and the Ss have to represent the actions in the story to improve their motor skills: jump benches, go under chairs, slide like snakes, zig zag running, walk on a rope, walk up and down steps, walk slowly and walk fast. 	Whole class
Session 8 (45 min.)			
5'	Warm up	<ul style="list-style-type: none"> ○ Good morning song https://youtu.be/-0o79IMmAYE ○ Weather song https://www.youtube.com/watch?v=tfAB4BXSHOA 	Whole class
40'	Practice and consolidation	<ul style="list-style-type: none"> ○ The T shows some ads of trips to the Ss. ○ The T labels the elements of the ads comparing them and the Ss match these elements of the ads. For this the T gives them a template with blanks. ○ Ss create an advertisement about a trip to the space. The Ss have to create a poster with the add. 	5 groups of 4.

		SCAFFOLDING: Vocabulary box of persuasion words that they can include in their ads. The T gives poster with ads where there are these words highlighted. Then, the T gives them an alphabet soup to find these keywords and enhance their attention.	
Session 9 (45 min.)			
45'	Practice and consolidation	<ul style="list-style-type: none"> ○ Presentation of the ads. Each group have to present their ad to their classmates, describing it. The Ss have to use the keywords of their ad, to convince their classmates that their trip is the best one. The T records the presentations. <p>SCAFFOLDING: The T and the LA work with each group to prepare their presentation. For this they give to the Ss the checklist with the descriptors that they have to take into account and work with them to achieve them. They focus on an introduction of the members of the group, then the description of their ads, using locations and adverbs (at the top, on this side, on the other side, at the bottom, between...), and finally the persuasive part of the presentation using the keywords worked in the last session. In the presentation the T can show to the Ss word cards of the locations and adverbs to guide the Ss presentation. The T pastes each card on the corresponding place on the poster and the Ss have to tell their classmates what is there.</p>	5 groups of 4.
Session 10 (45 min.)			
45'	Metacognition and self-assessment	The Ss and the T review the checklist with the descriptors and watch the videos of the presentations.	Whole class

		<p>After each video the Ss do self and peer- assessment with the checklist.</p> <p>Learning Intentions Wall. We resume the Learning Intentions of the Ss and discuss if they have accomplished them, if they have accomplished them but with support from the T or from other Ss, or if they have not accomplished them.</p> <p>SCAFFOLDING: The Ss represent their achievements in the learning intention wall using the traffic lights.</p>	
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Materials and resources:

Human resources:

- CLIL teacher and LA
- Families to motivate and accompany Ss to learn and to participate in an active way in the Ss learning process. The parents can attend the session of the in-class presentations.

Material resources:

- Day/night worksheet.
- Moon phases pictures.
- Worksheet to work the moon phases.
- Oreos for the moon phases.
- Worksheet of a space trip.
- Bingo cardboards with pictures of a space trip elements.
- Art materials: pencils, markers, cardboards, pictures of day/night activities, finger painting and gomets.
- Materials for the motor story: benches, tables, fabrics, rings, ropes...
- Materials to create a space suit: flexible plastic tubing, plastic bottles and foil.

Scaffolding resources:

- Venn Diagram and compare and contrast template.
- Word bank with persuasion vocabulary and some ads as examples with the keywords highlighted.
- Supporting T talk with visual aids: flashcards. Drilling technique with the flashcards.

- Binary key about the shooting stars.
- Mind map to collect the information about their previous knowledge.
- Steps to follow to create a telescope orally, with written sentences and with sentences made with pictures.
- Crossword of the moon phases
- Worksheet with sentences to scaffold the explanation of the Oreo moon phases.
- Word search puzzle with the vocabulary of a space trip.
- Traffic lights to the learning intentions wall
- Adverbs cards to describe and present the ads.

Digital resources:

- Hello song, days of the week song, weather song, goodbye song, yoga videos, video about the moon, video about the telescope, video about the stars and the constellations, clean up song and polyglots song.

ASSESSMENT

Evaluation criteria

- Link day and night concepts with actions that take place in them.
- Identify the moon phases
- Recognize the differences between an astrologer and an astronaut.
- Describe and announce a space trip.

Assessment tools:

● **Formative assessment**

- Observation of the students during the activities through an active observation checklist.
- Mini-white board for critical thinking, immediate feedback and checking understanding.
- Traffic lights and learning intentions wall for the self-assessment.
- A checklist for peer assessment and self-assessment of their presentations.
- A teacher rubric to assess the presentation of the advertisement in an integrated manner, including criteria for the content (materials to do a space trip) and the

language worked in the project (description of a poster and announce of a trip using persuasion vocabulary).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking in account different the learning styles:

- Visual resources: murals and posters.
- Manipulative and hands-on activities: creation of space suits, balloon rocket and moon phases with Oreo.
- Kinesthetics activities: motor story
- Presentation to an audience.

LOTS

Session 5: Imitate the movement of a rocket with the hand and describe the elements of a spacesuit.

Session 6: Define astrologers and astronauts.

HOTS

Session 4: The 8 moon phases with Oreo biscuits.

Investigate about the rotation and the translation movements.

Investigate about meteorites and comets.

ADHD

Turtle technique for self-regulation and self-control.

Extinction.

Qualitative feedback and positive reinforcement.

Total physical response activities.

ASD

“Teacch” materials to identify day and night activities.

https://www.liveworksheets.com/def_files/2019/12/31/912312159350597/912312159350597001.jpg



4.3. Third term: Russia

4.3.1. Unit 7: SNEG/ SNOW

CONTENT AREA: Área 2, Conocimiento del entorno/ transports, Russia landscapes, meteorological phenomena, clothes and animals.

Level: Year 2, second cycle of Infant Education.

Timing: 8 sessions during the third term over 4 weeks

Description: To know and recognize Russia, identify the basic elements of its landscape, know the weather conditions and, consequently, the typical clothing, review the transports reflecting how can we get from Kenya to Russia and finally know the typical animals in Russia and its characteristics.

Product: Do an interactive puzzle of a Russian landscape to be compared with the Japanese, Kenyatta and Spanish landscape.

CONTENT	
Content	Contribution to key competences
- Review of the transports	Competence in Linguistic Communication (CLC)

<ul style="list-style-type: none"> - Russia landscape features - The weather in Russia - The typical clothing in Russia - The animals in Russia <p>Language content</p> <p>Describe a Russian landscape in comparison to a Kenyatta and Japanese landscape.</p>	<p>BICS and CALP.</p> <p>Competence in Mathematics, Science and Technology (CMST)</p> <p>Learning Intentions Wall dynamic.</p> <p>Compare and contrast organizer.</p> <p>Interactive puzzle of a Russian landscape.</p> <p>Digital Competence (DC)</p> <p>Do an interactive puzzle</p> <p>Learning to Learn (L2L)</p> <p>Learning Intentions Wall</p> <p>Group learning through dialogue with others.</p> <p>Compare and contrasts Japan, Kenya and Russia.</p> <p>Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work</p> <p>Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves</p> <p>Cultural Awareness and Expression (CAE)</p> <p>Russia VS. Japan, Kenya, and Spain.</p>
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COGNITION	
<p style="text-align: center;"><u>Teaching Objectives</u></p> <ul style="list-style-type: none"> - To review the main means of transport and to know the differences between them. - To know Russia’s main characteristics and recognize a Russian landscape. - To describe the weather in Russia. - To know the typical clothes of Russia. - To know the typical animals in Russia and its characteristics. - To compare and contrast Japan, Kenya and Russia. - To be aware of their learning process. 	<p style="text-align: center;"><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> - Ss name the main means of transports and know which one they have to take to travel from Kenya to Russia. - Ss identify and describe the features of a Russia’s landscape. - Ss describe the weather in Russia and interpret clothes they must wear to go there. - Ss recognize the typical clothing of Russia. - Ss recognize the typical animals in Russia and classify them based on their characteristics. - Ss describe a Russian landscape and compare it with a Japanese and a Kenyatta one. - Ss debate about what they want to learn about Russia.
CULTURE	
<p style="text-align: center;"><u>Teaching Objectives</u></p> <ul style="list-style-type: none"> - To increase the Ss interest and curiosity about Russia. - To ensure that the Ss respect Russia customs. - To know how to say “snow” in Russian. 	<p style="text-align: center;"><u>Learning Outcomes</u></p> <ul style="list-style-type: none"> - Ss show interest in Russia. - Ss respect the ideas of their peers. - Ss learn the Russian word for “snow” and enjoy using it.

- To respect others in the class.

COMMUNICATION

Language of learning

- Transports: Train, car, plane and boat.
- Russia: Russian, landscape, reindeer, grizzly, seal, Siberian tiger, hat.
- Weather: rain, sun, snow, wind, fog, it's cold, winter.
- Clothes: Long trousers, T-Shirt, sweater, coat, gloves, hat and boots.
- Language to describe the weather and the landscape: The weather is... (present simple); there is a reindeer/there are seals... (language to express quantity); adjectives (rainy, sunny, beautiful, peaceful, scary, dark)

Language for learning

- Language to compare and contrast the three countries: is hotter than...; is colder than...; has more wild animals than; is closer than...; warmer clothes; cooler clothes...
- Connectors to compare and contrast: however and but
- Language to discuss: I think, in my opinion, I agree, I disagree, I believe, exactly, I feel the same...
- Classroom language: Can I go to the toilet? Can I go to the board? I don't understand... Can I ask you a question? Can you help me?

Language through learning

Language through...

- the interaction with the T and the LA
- the peer interaction
- the interaction while doing the compare and contrast
- the group and hands-on activities, the compare and contrast, the animal's classifications, the Russian videos and the story about Russia.

The vocabulary that we have been working in the other units: Japanese and Kenyatta landscape, cherry trees, skyscrapers, kimono, zebras, lions, giraffes, hippos, elephants, crocodiles, buffaloes, acacias, baobab, Masais, jumping people, savannah etc.

ASSESSMENT

Evaluation criteria

- List the main means of transport and explain the differences between them.
- Describe a Russian landscape.
- Describe the weather in Russia.
- Classify the Russian animal based on their characteristics.
- Explain the similarities and differences between Russia, Japan and Kenya.

Assessment tools:

- **Formative assessment**

- Observation of the students during the activities through an active observation checklist.
- Random selection tool to ensure active participation and interaction in the class.
- Thumbs up, thumbs down after the practice activities for critical thinking and immediate feedback.
- Active observation checklist for self and peer assessment
- Analytic rubric to assess the compare and contrast about Russia, Japan and Kenya in an integrated manner, including criteria for the content (clothes, weather, animals and landscape characteristics of each place) and the language worked in the project (descriptions).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking in account different the learning styles:

- Digital resources: Videos about Russian life.
- Visual resources: map, poster of Russia and the Russian story.
- Kinesthetics activities: Total physical response to identify Russian animals.

- Teamwork
- Visual organizers
- Flashcards about animals.

LOTS

The T will create different puzzles depending on the level of each pupil. In the “Jigsaw planet” web the T can choose the number of pieces of the puzzle and also the form of the pieces.

Draw a Russian landscape with finger paint

Choose a Russian animal and draw it with different material. Then, try to describe it to other classmates.

HOTS

Make a visual mind map with the discoveries and learnings they’ve made.

Create a set to dress themselves to go to Russia in winter. They already know the weather in Russia. They must adapt the clothes depending on the weather.

ADHD

More time to do the activities

At the beginning of the day the T explains what they are going to do during the whole day

The T gives him positive reinforcement

The T promote the self-instruction and self-regulation through group work, qualitative feedback, the modelling of the T, LA and other SS, and the turtle technique.

ASD

“Teacch” material of clothes: http://www.arasaac.org/materiales.php?id_material=1843



4.3.2. Unit 8: MATRESHKI/ MATRYOSHKKA

CONTENT AREA: *Área 2, conocimiento del entorno/* Quantifiers “everything, nothing, something”, initiation to the manipulative subtraction, sequences, groupings and comparisons, geometric figures “triangle, circle, square and rectangle” and “bigger, smaller, taller, in front, behind, inside, outside, medium, small, large...”

Level: Year 2, second cycle of Infant Education

Timing: 8 sessions during the third term over 4 weeks

Description: To know basic quantifiers (everything, nothing and something), do manipulative subtractions with Russian objects/pictures, create sequences and groupings with a given criteria, mathematical concepts like “bigger, smaller, taller, in front, behind, inside, outside, medium, small, large...” and know and review the geometric figures (triangle, circle, square and rectangle)

Product: Create three matryoshkas of three different sizes with recycled materials.

CONTENT

Content	Contribution to key competences
<ul style="list-style-type: none"> - Quantifiers: “everything, nothing and something” - Initiation to the manipulative subtraction - Sequences, groupings and comparisons. - Spatial orientation: “in front, behind, inside, outside, between” - Geometric figures: triangle, circle, square, rectangle. <p>Language content</p> <p>Describing their matryoshkas and comparing different matryoshkas (the materials used, the sizes, the colours...).</p>	<p>Competence in Linguistic Communication (CLC)</p> <p>BICS and CALP. Use the specific vocabulary of the unit and expressions that arise in the conversation.</p> <p>Competence in Mathematics, Science and Technology (CMST)</p> <p>Learning Intentions Wall dynamic</p> <p>Work maths through manipulative strategies and in relation with our Russian knowledge.</p> <p>Learning to Learn (L2L)</p> <p>Learning Intentions Wall</p>

	<p>Group learning through dialogue with others</p> <p>Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work</p> <p>Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves.</p>
COGNITION	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To know the differences between “everything, nothing and something”. - To do subtractions in a manipulative way, using matryoshkas. - To create sequences, groupings and comparisons with a guide. - To orientate themselves, others and objects in the space. - To know the basic geometric figures. - To describe their matryoshkas and compare them with the ones of their classmates. - To be aware of their learning process. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss difference between everything, nothing and something. - Ss use matryoshkas to initiate themselves to the subtraction process. - Ss name and draw geometric figures: circle, triangle, square and rectangle. - Ss identify and recognize the geometric figures in objects of their daily life. - Ss compare between different sets of things using basics quantifiers or counting. - Ss orientate themselves in the space and orientate matryoshkas, using the basic spatial vocabulary: in front, between, behind, inside and outside. - Ss construct different sequences with a given criteria.

	<ul style="list-style-type: none"> - Ss create three matryoshkas of different sizes and describe them. - Ss compare the matryoshkas taking into account the material used, the colours, the face expressions and the size. - Ss dialogue about what they want to learn.
CULTURE	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To increase the Ss interest and curiosity about Russia. - To promote the motivation of the Ss about Russia and promote them to ask questions about this culture. - To respect others in the class. - To value the importance of use recycled materials. - To know how to say “matryoshka” in Russian. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss increase their interest in Russia. - Ss ask questions about Russia and about the activities that we do. - Ss respect the ideas of their peers. - Ss use recycled materials to create new beautiful objects (matryoshkas). - Ss learn the Russian word for “matryoshka” and enjoy using it.
COMMUNICATION	
<p>Language of learning</p> <ul style="list-style-type: none"> - Numbers from one to twenty (1-20). - Size: large, medium and small. - Spatial orientation vocabulary: “in front, behind, inside, outside, between” - Geometric figures: triangle, square, circle and rectangle. - Language to describe a the matryoshkas and compare with others: Present simple (My matryoshka is...); language to express quantity (there is, there are); feelings adjectives 	

(angry, nervous, happy), size adjectives (big, tall, little, small, fat, thin), general appearance adjectives (adorable, beautiful, handsome, pretty, old, young, elegant, ugly); language to describe the materials: This is made of...; language to describe the process of creation the matryoshkas: first, secondly, third, fourth, finally.

Language for learning

- Review of the “I want to learn...” structure for a Learning Intentions Wall.
- Comparisons structures: “Larger than...” “smaller than...” “taller than...” “bigger than...”
- Colours: red, pink, green, blue, purple, yellow, brown and black.
- Matryoshkas, golden carp, hat, Siberian tiger, seal, grizzly, reindeer, kimono, skyscraper... We are going to use these things to do subtractions.
- Classroom language: Can I go to the toilet? Can you open/close the window? Can you pull up/down the blinds? Can you help me please?

Language through learning

Language through...

- the interaction with the T and LA.
- the peer interaction
- the interaction while doing the subtractions, groupings and sequences.
- the orientation games

Vocabulary about Russia that they already know.

Animals that they like.

Vocabulary about Japan and Kenya.

ASSESSMENT

Evaluation criteria

- Know, use and write the number series to count elements.
- Describe the size, the form and the colour of the objects and compare objects taking in account these attributes.

- Associate and classify elements according to a given criterion.
- Do simple subtractions in a manipulative way
- Create a ternary sequence.
- Locate themselves and other objects in the space
- Identify geometric figures (triangle, square, rectangle and circle)
- Create and describe three matryoshkas of different sizes with recycled material and compare them with the ones of their classmates.

Assessment tools:

- **Formative assessment**

- Observation of the students during the activities through and active observation checklist.
- Random selection tool to ensure active participation and interaction in the class.
- Learning Intention Wal for the self-assessment.
- Mini white boards for immediate feedback and critical thinking.
- A holistic rubric to assess the description and comparison of the matryoshkas, including criteria for the content (size, colours, used materials) and the language worked in the project (present simple to describe the matryoshka and special orientation vocabulary).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking in account different the learning styles:

- Digital resources: Digital board to make groupings of objects.
- Realia and their own bodies to do subtractions and to orientate themselves in the space.
- Manipulative and hands-on activities.

- Kinesthetics activities: total physical response activities to learn the name of the geometric figures and identify them.

LOTS

Order themselves in order, from the highest to the lowest. They can do this activity in the gym using a podium for each Ss, so they have to move without falling down.

HOTS

Describe a house, then make the visual organizer of “the parts and the whole” and they have to identify the geometric figures of the house and analysed which is the function of each one and what would happen if a house did not have one of the parts.

ADHD

The t gives him qualitative feedback and positive reinforcement; the T offers clear and stable rules and instructions and the T tries to motivate him with different types of activities. For this the T can alternate the use of the digital whiteboard with the worksheet to so subtractions in different ways.

ASD

“Teacch” material to classify objects based on their colour.

http://www.arasaac.org/materiales.php?id_material=1808



4.3.3. Unit 9: PLANETY/ PLANETS

CONTENT AREA: *Área 2, conocimiento del entorno*/The universe, the solar system. The sun and the planets.

Level: Year 4, second cycle of Infant Education.

Timing: 8 sessions during the third term over 4 weeks

Description: To know where the sun is and its functions. To know about the planets: their names, their orientation in the space and their characteristics.

Product: Create a planetarium. Prepare a party to say goodbye to Russia and come back home. Use recycled materials to make costumes and decorate the class.

CONTENT

Content	Contribution to key competences
<ul style="list-style-type: none"> - The sun. Functions of the sun. - The name of the planets and the form. - Spatial orientation: “in front, behind, between” - Review numbers (1-20) <p>Language content</p> <p>Describing the planetarium.</p>	<p>Competence in Linguistic Communication (CLC)</p> <p>BICS and CALP.</p> <p>Competence in Mathematics, Science and Technology (CMST)</p> <p>Learning Intentions Wall dynamic</p> <p>Planets song</p> <p>Learning to Learn (L2L)</p> <p>Learning Intentions Wall</p> <p>Group learning through dialogue with others</p> <p>Manipulative and autonomous work</p> <p>Social and Civic Competences (SCC)</p> <p>Teamwork skills and respect for everyone and everyone's work</p>

	<p>Sense of Initiative and Entrepreneurships (SIE)</p> <p>Assess themselves.</p> <p>Working in groups and participate in the planetarium excursion in an active way.</p>
<p>COGNITION</p>	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To know where the sun is and its functions. - To know the name of the planets and identify them. - To describe the planetarium. - To be aware of their learning process. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss locate the sun. - Ss label and explain the sun functions, using a visual or oral representation. - Ss identify and locate the planets in a draw. - Ss orientate the planets in the universe taking as a reference the sun and the Earth. - Ss describe the planetarium and explain the characteristics of the planets. - Ss debate about what they want to learn.
<p>CULTURE</p>	
<p style="text-align: center;">Teaching Objectives</p> <ul style="list-style-type: none"> - To increase the Ss interest and curiosity about the universe. 	<p style="text-align: center;">Learning Outcomes</p> <ul style="list-style-type: none"> - Ss increase their interest of the planets. - Ss ask questions about the planets and about the activities that we do.

<ul style="list-style-type: none"> - To promote the motivation of the Ss about the planets and promote them to ask questions. - To respect others in the class. - To value the importance of use recycled materials. - To value all learning spaces, including the planetarium. - To know how to say “planets” in Russian. 	<ul style="list-style-type: none"> - Ss respect the ideas of their peers. - Ss use recycled materials to create new beautiful objects (planets). - Ss value the planetarium as a place in their country where they can learn. - Ss learn the Russian word for “planets” and enjoy using it.
---	---

COMMUNICATION

Language of learning

- Names of the Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.
- Review of the transports: train, plane, boat and car.
- Language to describe the planetarium: Present simple tense, language to express quantity (there is, there are), size adjectives (big, little, small, giant), language to describe materials (this is made of, I use... to make...), language to describe process of creation the planetarium (first, secondly, third, fourth, finally), spatial vocabulary (in front, behind, between).

Language for learning

- Review of the “I want to learn...” structure for a Learning Intentions Wall.
- Description and comparison of the planets “the closest, the hottest, the largest, gassy, rings, the coldest, hotter than, colder than, larger than...”
- The colours
- Numbers from one to eight. (1-20)
- Classroom language: Good morning/afternoon, goodbye, I don’t understand, what do you mean? I’m sorry, Can I go to the toilet? How do you say... in English?

Language through learning

Language through...

- the interaction with the T and LA
- the peer interaction
- the interaction while doing the planetarium
- the interaction in the excursion to the planetarium.
- The group activities and the videos/stories about the planets and the universe...

The vocabulary of Unit 6

ASSESSMENT

Evaluation criteria

- Explain the sun functions.
- Name and identify the planets. Know and explain the differences between them.
- Create and describe a planetarium.

Assessment tools:

- **Formative assessment**

- Observation of the students during the activities through and active observation checklist.
- Learning intentions wall for the self-assessment and critical thinking.
- Traffic lights for immediate feedback and as an assessment for the T and LA
- A rubric to assess the creation and description of the planetarium in an integrated manner, including criteria for the content (the planets and its characteristics) and the language worked in the project (descriptions).

ATTENTION TO DIVERSITY

In this unit we are going to present the content in different ways, using multimodal input, taking in account different the learning styles:

- Visual resources: poster of the universe.
- Manipulative activities: create a planetarium

- Kinesthetics activities: total physical response activities to learn the name of the planets.
- Auditory activities: the planets song.
- Complementary activity: excursion to the planetarium.

LOTS

Memorize the name of the planets

Classify the planets in two groups, those ones that are near to the sun and those ones that are further.

Draw the universe in a piece of paper.

HOTS

Create another planet and explain its characteristics, taking into account where they place it in the universe.

ADHD

More time to do the activities; the T gives him positive reinforcement; the T promote the self-instruction and self-regulation through group work, qualitative feedback, the modelling of the T, LA and other SS, and the turtle technique.

ASD

“Teacch material” to classify the planets based on their size.



5. CONCLUSIONS

This project has been a big challenge for me, but it has also been a very important learning process. Throughout this final project I have learned a lot. First of all, I have learned how important it is to plan with passion. The annual syllabus is the basis for every teacher when they start teaching their students, making it an essential factor for any teacher to be successful at their job. In addition, if the teacher is passionate about their job, the student notices it, so passion has to be there from the moment you start developing the syllabus and the first ideas begin to emerge.

Moreover, I have learned a lot about CLIL, and now I am more convinced of its benefits and how positive it is for children. I think that the way in which CLIL is carried out helps us when planning a sequence of activities that goes from lower to higher cognitive demands, and also helps students develop skills of different types, because that is CLIL, that is to teach CLIL, merge skills of all kinds and learn them at the same time, develop them at the same time, all with the same importance, all with the same passion, all with a common sense and purpose: learning for life.

This project shows, or at least tries to show, the education I believe in, an education in which the students are the main characters of the learning process and the teacher remains in the shade, always guiding the students and offering them their hand if they need it. Furthermore, an education in which students learn in a meaningful way, linking the contents with each other as well as linking the contents with their daily lives, with their interest, concerns and motivations. An education in which students acquire conceptual knowledge, but also develop skills and abilities to face their lives.

I have learned that what we teach is just as important as how we teach it, so let's spend time getting to know our students, and discovering their interest and motivations in order to offer them activities that fascinate them, because only then they will truly learn, and only then they will fully develop: mind, heart, body and spirit.

Finally, I would like to thank the Universidad Pontificia Comillas for these five years of continuous learning. Thanks to this University and to all their teachers, I have had the opportunity to learn in an active way, and to link the theoretical concepts with the

practice in my internships. However, I would like to especially thank Magdalena Custodio, my teacher last year in CLIL subject, who together with Alfonso Lopez encouraged me to do this project, and my tutor of this final degree project. Thanks to all the learning I have acquire with her, I have been able to develop this project. From the first moment she made me look at CLIL differently and changed my perspective completely. Thanks to her I have discovered a world that I love, and from which I definitely want to continue learning.

Thank you very much for your guide Magdalena, and for sharing all your knowledge with me. Without a doubt, it has been a key piece of this project.

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Orden 680/2009, de 19 de febrero, por la que se regulan para la Comunidad de Madrid la evaluación en la Educación Infantil y los documentos de aplicación.

Orden 1493/2015, de 22 de mayo, de la Consejería de Educación, Juventud y Deporte, por la que se regula la evaluación y la promoción de los alumnos con necesidad específica de apoyo educativo, que cursen segundo ciclo de Educación Infantil, Educación primaria y Enseñanza Básica Obligatoria, así como la flexibilización de la duración de las enseñanzas de los alumnos con altas capacidades intelectuales en la Comunidad de Madrid.

Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación Infantil.

7. APPENDICES

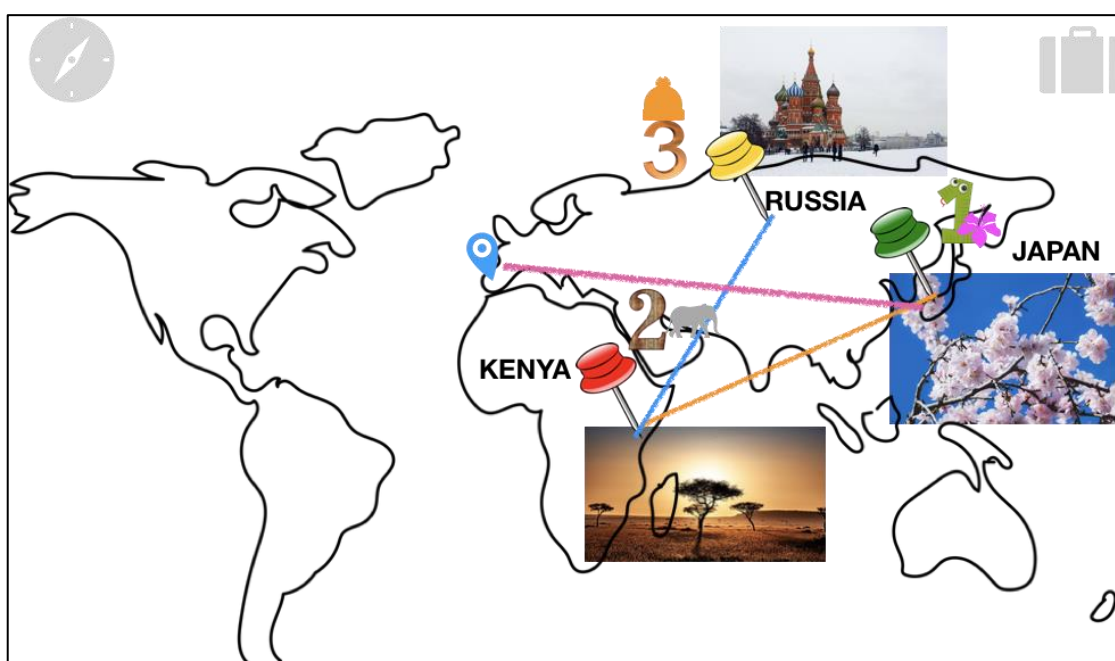
7.1. Appendix A: Objectives of the second cycle of Infant Education

https://www.comunidad.madrid/sites/default/files/doc/educacion/decreto_17-2008_de_6_de_marzo_0.pdf

7.2. Appendix B: Contents of the second cycle of Infant Education

https://www.comunidad.madrid/sites/default/files/doc/educacion/decreto_17-2008_de_6_de_marzo_0.pdf

7.3. Appendix C: World map



Source: Author

Images:

https://s1.eestatic.com/2019/12/22/actualidad/Actualidad_453966497_141085611_1024x576.jpg

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7.4. Appendix D: John, the traveller.



Source: Author

7.5. Appendix E: Japan poster.



Source: Author

Images:

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<https://pixabay.com/es/photos/rascacielos-reflexión-tokio-japón-1656010/>

7.6. Appendix F: Unit 3-Arigato. Rotation of the groups

SESSION 1	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
TASTE	X				
HEARING		X			
SIGHT			X		
TOUCH				X	
SMELL					X

Source: Author

SESSION 2	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
TASTE					X
HEARING	X				
SIGHT		X			
TOUCH			X		
SMELL				X	

Source: Author

SESSION 3	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
TASTE				X	
HEARING					X
SIGHT	X				
TOUCH		X			
SMELL			X		

Source: Author

SESSION 4	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
TASTE			X		
HEARING				X	
SIGHT					X
TOUCH	X				
SMELL		X			

Source: Author

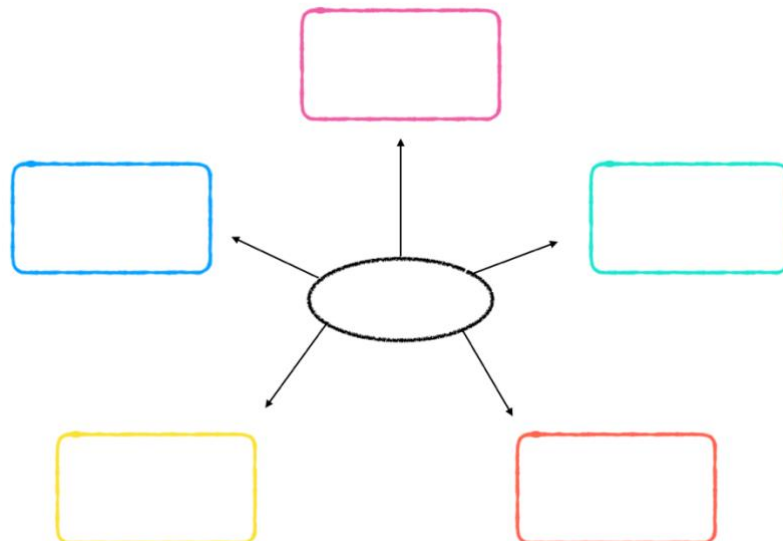
SESSION 5	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
TASTE		X			
HEARING			X		
SIGHT				X	
TOUCH					X
SMELL	X				

Source: Author

7.7. Appendix G: Unit 3-Arigato. Materials and resources

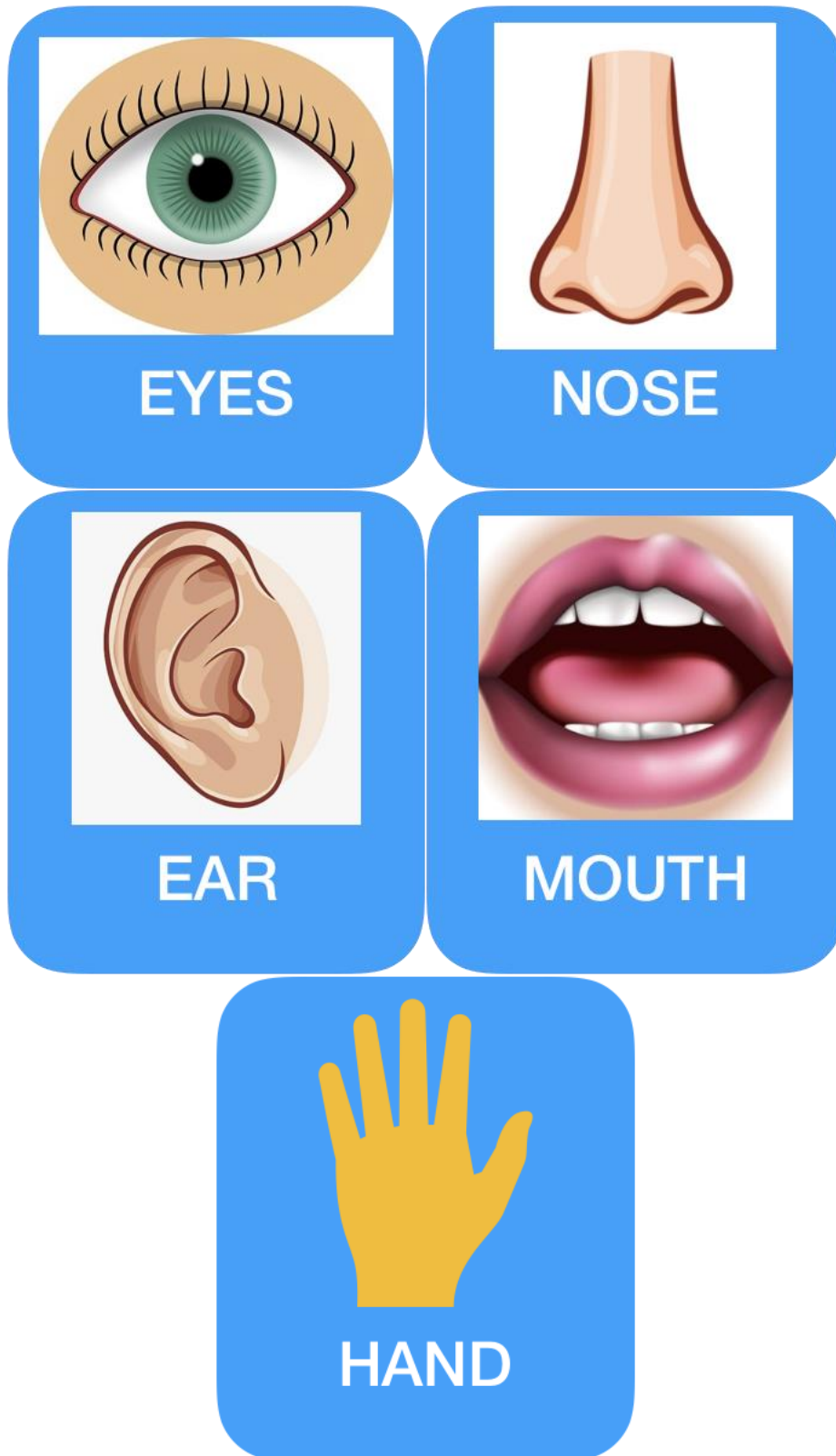
- Session 1-2

Mind map template.



Source: Author

Parts of the body flashcards.



Source: Author

Images: <https://preparaninos.com/wp-content/uploads/2018/04/vista.jpg>

<https://4.bp.blogspot.com/->

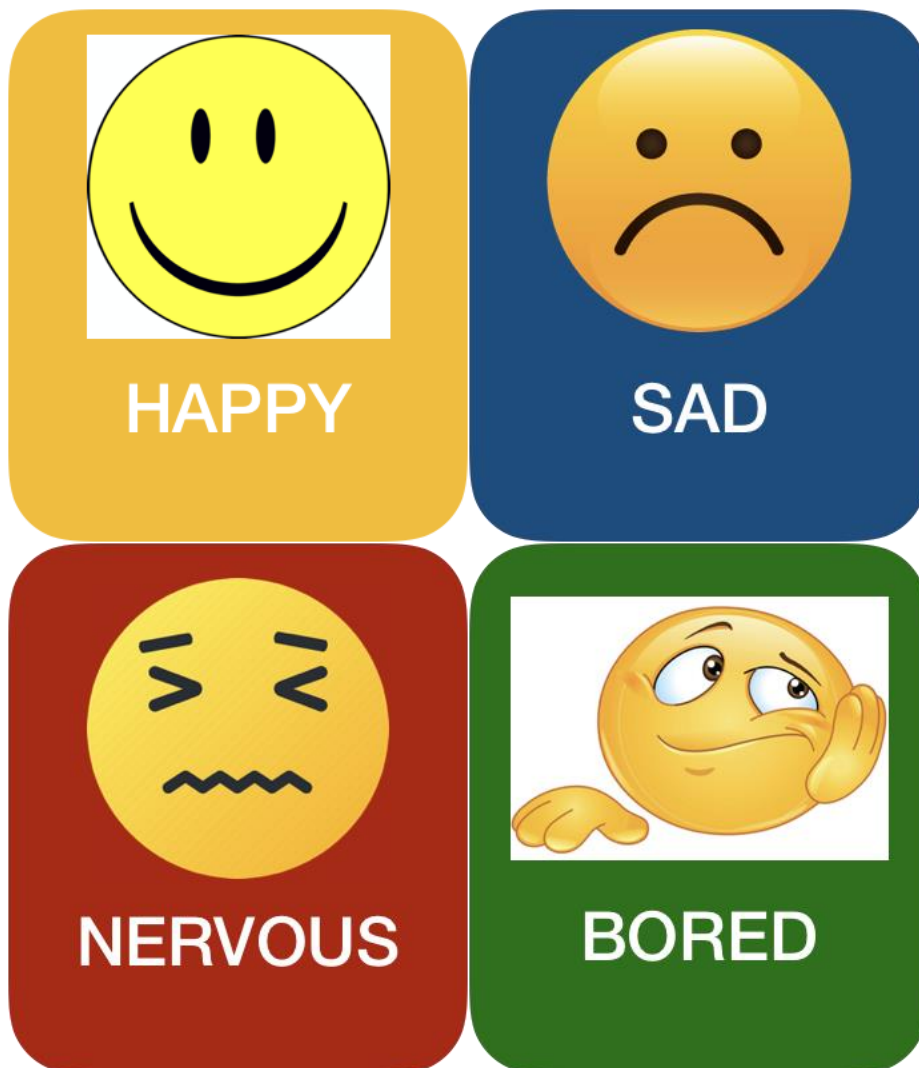
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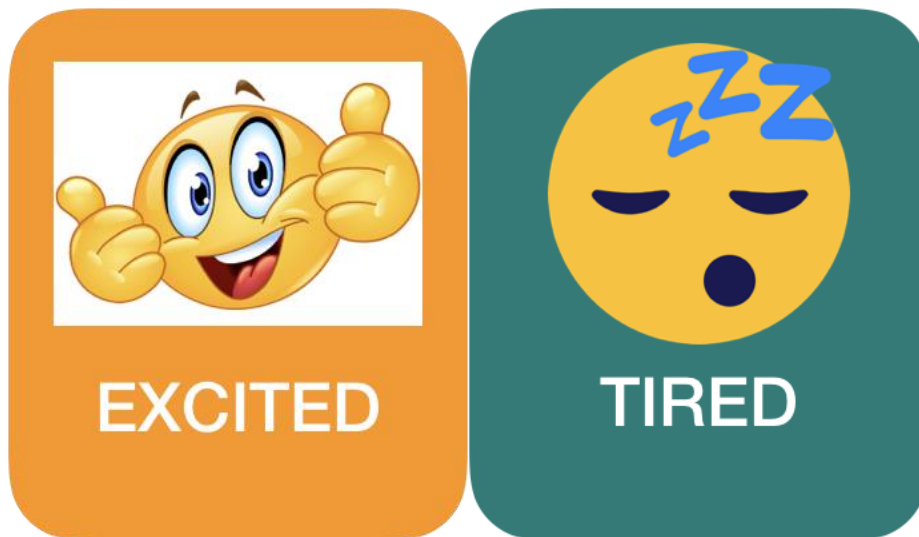
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- **Session 3:**

Word-cards to express feelings about the excursion.





Source: The author.

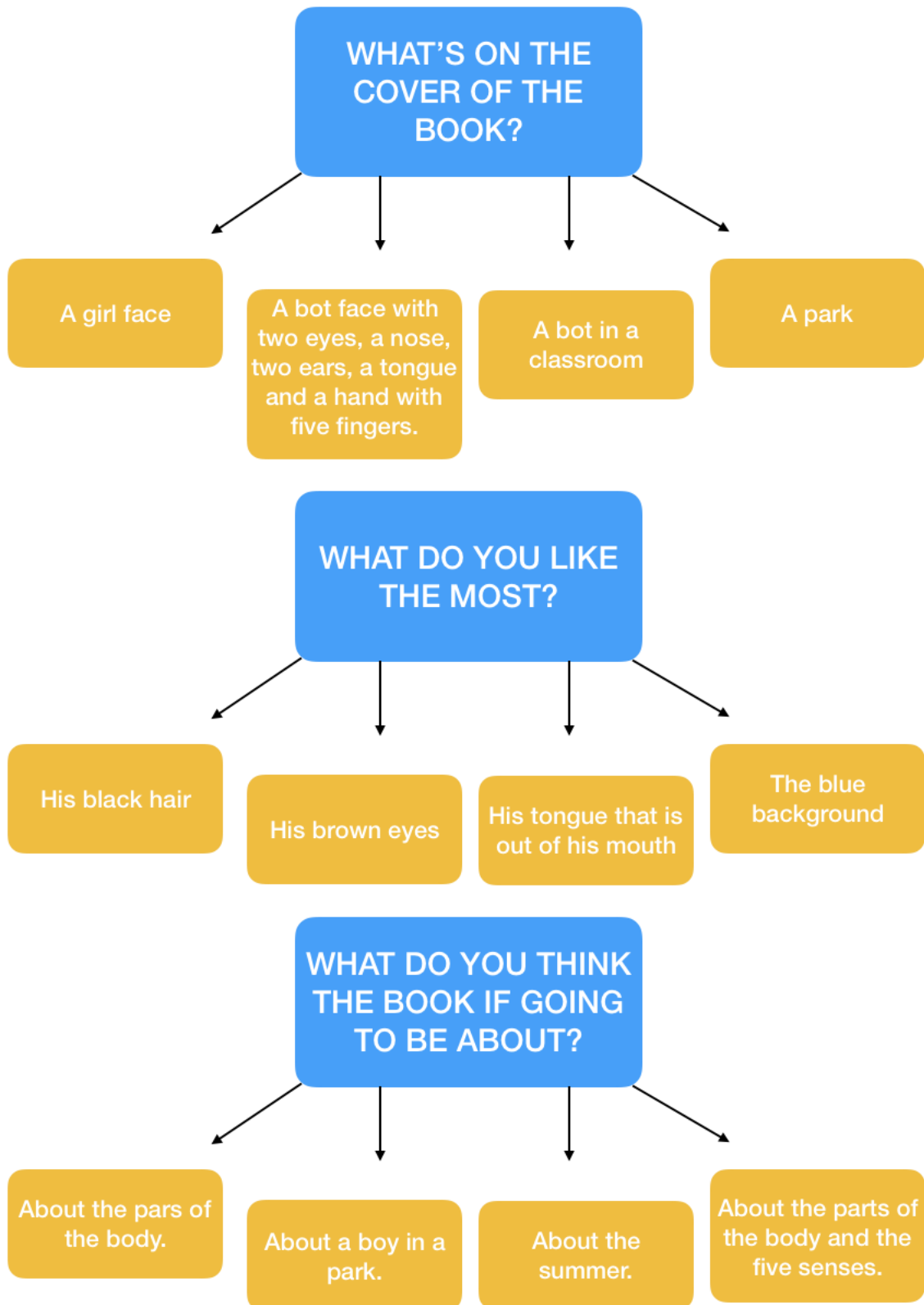
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<https://cdn4.iconfinder.com/data/icons/emoji-67/2211/44-Nervous-512.png>
<https://i.pinimg.com/originals/e1/df/59/e1df596580d4d183f998ac4a7926f85e.png>
<https://zumalo.com/epic/emoji-the-digital-voiceless-voice/>
https://www.iconfinder.com/icons/4830801/emoji_sleep_sleeping_icon

Sentence-cards for the activity after the excursion.



Source: Author

Materials for the pre-reading activity (My five senses by Aliko).

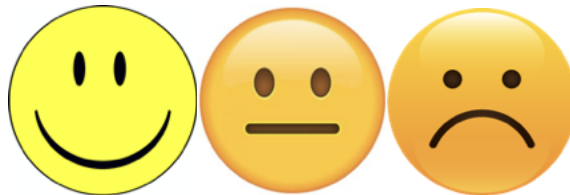


Source: Author

KWL chart template:

WHAT I K NOW	WHAT I W ANT TO LEARN	WHAT I L EARNED

Source: Author.



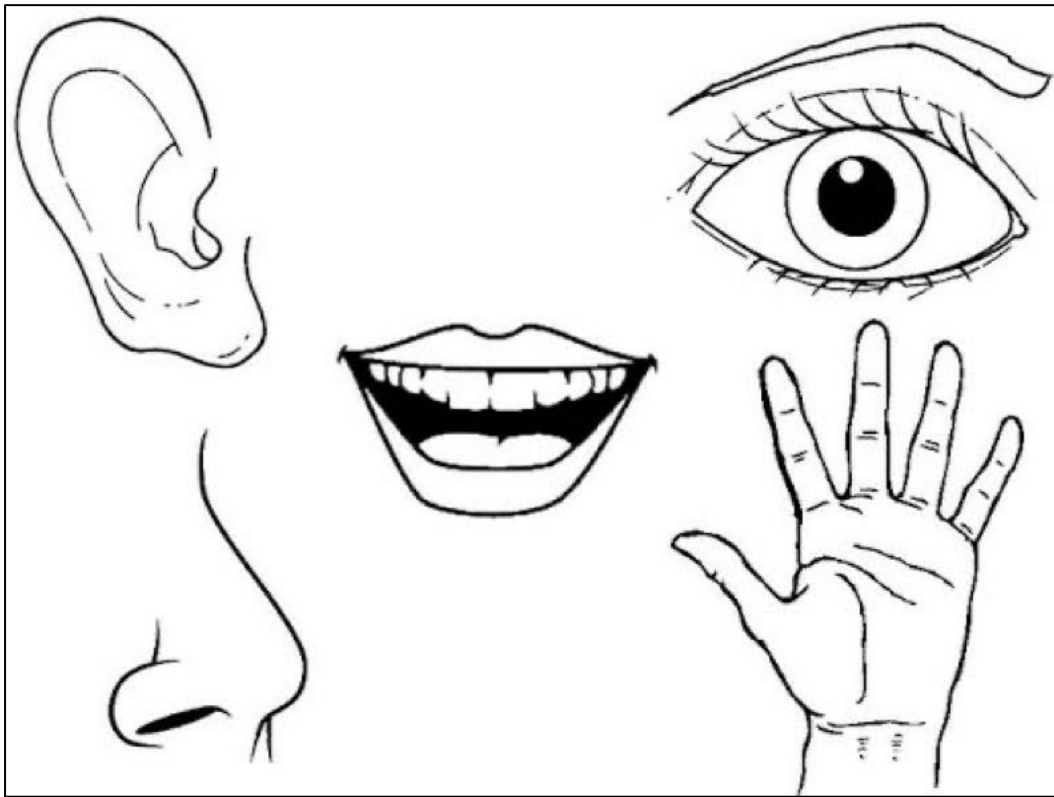
Source: https://es.wikipedia.org/wiki/Archivo:Yellow_Happy.jpg

<https://emojipedia.org/apple/ios-11.3/frowning-face/>

https://www.pngkit.com/png/detail/240-2402396_normal-face-clip-art-smiley-normal.png

- **Session 4**

Five sense organs to colour and decorate the class.



Source : <https://www.pinterest.es/pin/680888037388045131/>

- **Session 5-6-7-8-9**

Corner 1: Taste. Flashcards of the flavours.





SOUR



SALTY



UMAMI

Source: Author.

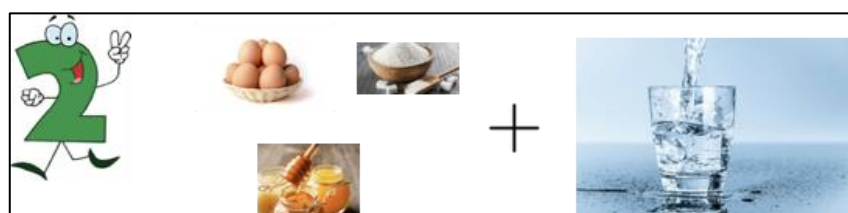
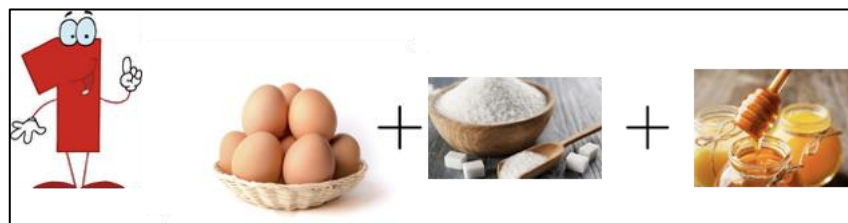
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Recipe template.

RECIPE FOR _____	
INGREDIENTS	DIRECTIONS

Source: Author

Visual procedure to cook dorayakis. Source: Author





Source: Autor

Images: <https://mejorconsalud.com/wp-content/uploads/2018/09/huevos-gallina.jpg?width=1200&enable=upscale>

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https://www.matematicasonline.es/pequemates/imagenes/numeros_animados/3.jpg

Corner 2: Hearing. Sentence bank to describe their drawings



Source: Author

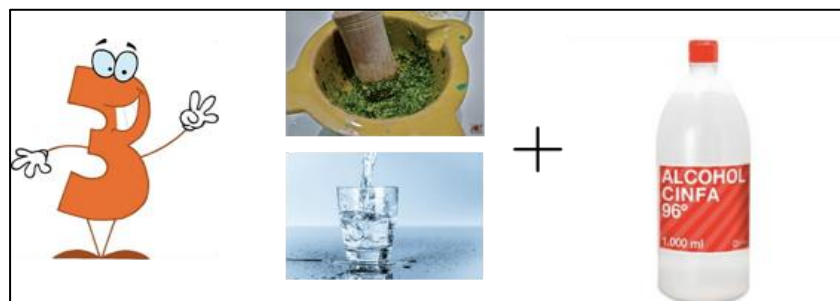
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g

https://es.wikipedia.org/wiki/Archivo:Yellow_Happy.jpg

<https://emojipedia.org/apple/ios-11.3/frowning-face/>

Corner 5: Smell. Visual procedure to make perfume



Source: Author

Images:

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https://www.matematicasonline.es/pequemates/imagenes/numeros_animados/3.jpg

- **Session 10.**

Materials for the min map of the five senses.



Source: Author.

Images: <https://preparaninos.com/wp-content/uploads/2018/04/vista.jpg>

<https://4.bp.blogspot.com/->

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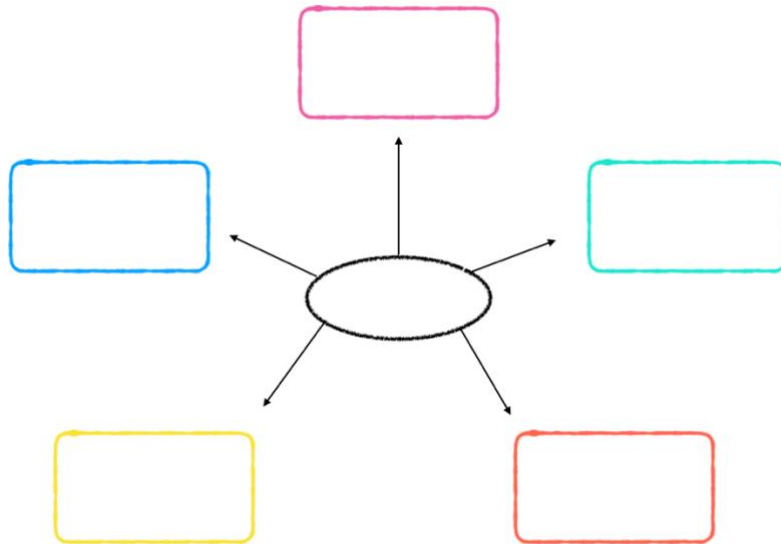
[Nariz-ilustraci-n-vectorial-Foto-de-archivo.jpg](#)

https://comps.canstockphoto.es/sentidos-cinco-dibujo_csp39868590.jpg

<https://previews.123rf.com/images/krisdog/krisdog1308/krisdog130800139/21822835-un-ejemplo-de-una-parte-del-cuerpo-boca-nariz-podr%C3%ADa-representar-el-gusto-de-los-cinco-sentidos.jpg>



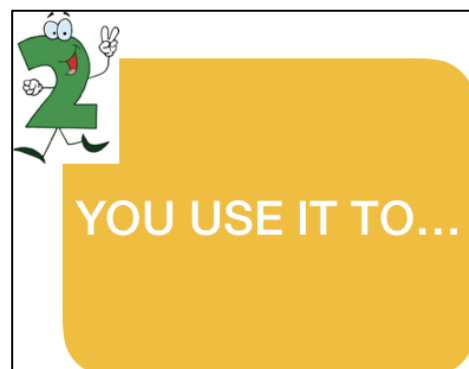
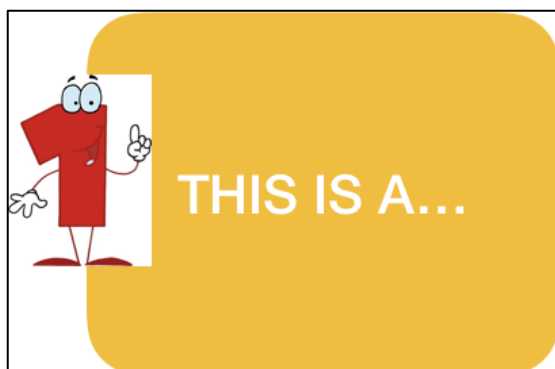
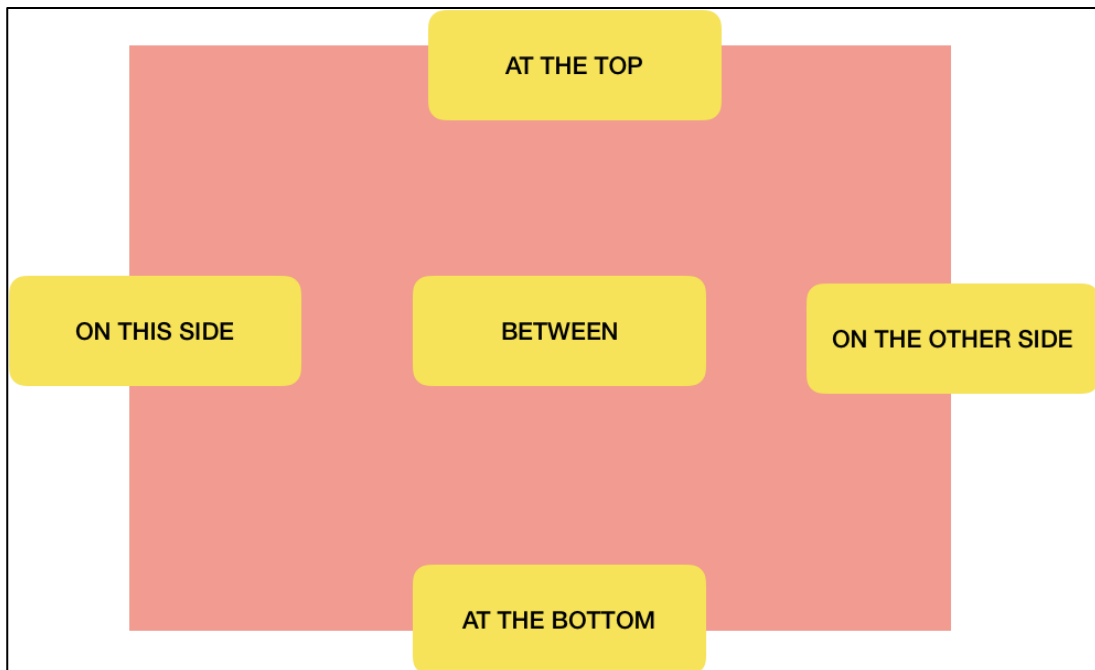
Source: Author

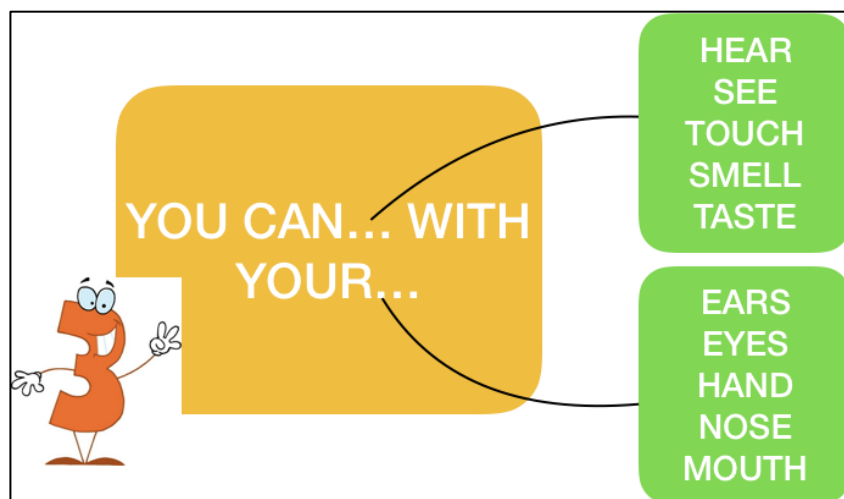


Source: Author

- **Session 10-11**

Scaffolds for the presentation.





Source: Author

- **Assessment tools**

Active observation checklist for the corners.



Relate the taste sense with the mouth and the 5 flavours.

Write a recipe: ingredients and steps to follow.

Relate the hearing sense with the ears.

Relate the sight sense with the eyes.

Identify the Japanese landscape and participate in the creation of a poster.

Relate the touch sense with the hands.

Use their hands to create origami figures and improve their fine motor skills.

Relate the smell sense with the nose.

Participate in an active way in the creation of a perfume.

Students are motivated and participate actively in all the corners.

Source: Author

Holistic rubric to assess the presentation of the five senses.

STUDENT NAME	
LEVEL 1	The student identifies the five senses, their function and the organs used in each sense. The student uses the mind map to guide them in their presentation and uses place adverbs correctly to locate the information on the mind map. The student uses the present simple sentences worked to describe the senses. (This is a; You use it to...; You can...with your...).
LEVEL 2	The student lists the five senses, their function and the organs used in each sense. The student used the mind map to guide them in their presentation and uses place adverbs correctly. The student used two of the present simple sentences worked to describe the senses.
LEVEL 3	The student lists the five senses and the organs used in each sense. The student used the mind map to guide them in the presentation and uses place adverbs but sometimes confuses them. The student uses one or two present simple sentences to describe de senses.
LEVEL 4	The student lists the five senses and the organs but does not relate them to each other. The student uses the mind map to guide their presentation but does not use place adverbs and does not use the present simple sentences correctly.
LEVEL 5	The student cannot list the five senses. The student can list the parts of the body and if the teacher asks questions and uses L1, the student is able to say what part of the body he/she uses for each sense.

Source: Author