



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

FACULTAD DE CIENCIAS HUMANAS Y SOCIALES

GRADO EN EDUCACIÓN INFANTIL

CURSO 2021/2022

TRABAJO FIN DE GRADO

Programación didáctica de la lengua inglesa en Educación

Infantil

2º curso de Educación Infantil

Alumno: M^a del Pilar Rodríguez Vivancos

Director: Alfonso López Hernandez

Curso: 4º Educación infantil y Educación Primaria

Fecha: 17 de Enero de 2022



LEARNING AROUND THE WORLD

Teaching English with projects from around the world

Programación didáctica para 2º curso de Educación Infantil

Mª del Pilar Rodríguez Vivancos

INDEX

1. Resumen.....	7
1.1. Resumen.....	7
1.2. Abstract.....	8
2. Introduction.....	9
3. Theoretical-regulatory basis of syllabus.....	10
3.1. Theoretical justification.....	10
4. Context.....	11
5. Objectives.....	11
5.1. Stage objectives	11
5.2. Didactic objectives of the syllabus	12
6. Competences	13
7. Contents	15
7.1 Annual Sequence	15
7.2. Didactic units:	18
7.2.1. Project 1: Games of the world	19
7.2.1.1. Unit 1: Welcome back, little gamers	19
7.2.1.2. Unit 2: ¿What's your favorite game?	24
7.2.1.3. Unit 3: All about "Hopscotch"	28
7.2.1.4. Unit 4: This is a "you take it" game	32
7.2.1.5. Unit 5: Let's "Hide and seek"	35
7.2.2. Project 2: Ancient people of the world.....	39
7.2.2.1. Unit 6: Prehistory and the beginning	40
7.2.2.2. Unit 7: This is Egypt	44
7.2.2.3. Unit 8: Greeks myths	48
7.2.2.4. Unit 9: Ancient Rome	52

7.2.2.5. Unit 10: We are all pirates	57
7.2.3. Project 3: Art in the world	61
7.2.3.1. Unit 11: A night in the museum	61
7.2.3.2. Unit 12: Who's Kandinsky	66
7.2.3.3. Unit 13: Picasso Style	70
7.2.3.4. Unit 14: Pop art and more.....	74
7.2.3.5. Unit 15: ¡Goodbye little artists!.....	78
8. Methodology	81
8.1. Methodological Theory	81
8.2. Resources	83
8.2.1. Material Resources:	83
8.2.2. Human Resources:	83
8.2.3. Environmental Resources:	85
8.2.4. Time Resources:	86
8.2.5. Spaces.....	87
8.2.6. ICT Resources:	88
8.2.7. Relationship with the Spanish learning:	89
9. Evaluation	90
9.1 Evaluation criteria	90
9.2. Evaluation strategies:.....	91
9.3 Techniques and tools	92
10. Attention to diversity	94
10.1 Action measures	95
11. Contribution of syllabus to the development of other plans	96
11.1 Contribution of syllabus to English language development.	96
11.2. Contribution of syllabus to the development of coexistence and citizenship	97
11.3. Contribution of syllabus to the development of ICT and Digital Competence.....	97

11.4. Contribution to the development of reading (Extensive reading plan).....	98
12. Conclusions	99
13. References	100
14. Annexes	102
14.1 Annex 1: Evaluation rubric.....	102
14.3 Annex 2: KWL table	104
14.3. Annex 3: Didactic unit, Greeks myths	105
14.3.1. Context.	105
14.3.2. Didactic objectives.	105
14.3.3. Contents and basic knowledge.	106
14.3.4. Competences.....	108
14.3.5. Methodology and resources.	108
14.3.6. Description of activities.....	109
14.3.6.1. Schedule of sessions	110
14.3.6.2. Lesson plan	110
14.3.7. Evaluation.	139
14.3.7.1. Evaluation rubric	140
14.3.8. Attention to diversity.	141
14.3.9. Conclusions and references.....	142
14.3.10. Resources.....	143
14.3.10.1. Zeus' letter.....	143
14.3.10.2. Myths and its flashcards	143
14.3.10.3. The letter s song and flashcards	147
14.3.10.4. Greeks' gods	148
14.3.10.5. Future poem, future song.	149
14.3.10.6. Opposites words activities	150
14.3.10.7. Kaboom game.....	151

14.4 Annex 4: Lesson plan guide.....	153
14.5 Annex 5: Class puppet	154

1. Resumen

1.1. Resumen

Dentro de este Trabajo de Fin de Grado se presenta una Programación Anual dirigida al nivel dos del segundo ciclo de Educación Infantil. Este trabajo está desarrollado desde la perspectiva de la maestra tanto de inglés como de CLIL del centro. Esto es debido a que es un centro adscrito en la participación del programa de colegios bilingües de la Comunidad de Madrid. Es por ello por lo que se muestra el desarrollo de los contenidos ajustándose a una serie de unidades didácticas y proyectos los cuales son comunes para todas las especialidades del curso.

Dentro de esta propuesta podemos encontrar un contexto de un centro escolar, este contexto está basado en varias experiencias anteriores en otros centros, al igual que un desarrollo de metodologías utilizadas para dar sentido a la programación, las competencias claves, criterios de evaluación y objetivos, los cuales están recogidos en la normativa actual de educación.

Por otro lado, dentro de esta Programación Anual encontraremos 15 unidades didácticas, las cuales se desarrollan dentro de tres perspectivas o proyectos, uno por cada trimestre del curso escolar. En estas unidades didácticas estarán recogidos los contenidos que se impartirán a lo largo del curso, así como todo lo mencionado anteriormente.

Por último, cabe destacar que todo el trabajo sigue un hilo conductor, diferentes perspectivas de entender el mundo, el cual nos ayudará a comprender mejor el mundo, y el cambio de este a lo largo del tiempo y de las épocas, para llegar a comprender también cómo hemos evolucionado, diferentes maneras de expresión, así como ciertas tradiciones.

Palabras clave:

Educación Infantil, Programación Anual, Enseñanza de una segunda lengua, CLIL, El mundo, el arte, juegos tradicionales.

1.2. Abstract

Within this Final Degree Project we present an Annual Syllabus aimed at level two of the second cycle of Pre-primary Education. This work is developed from the perspective of both the English and CLIL teacher of the center. This is because it is a center attached to the participation of the bilingual school's program of the Community of Madrid, which is why it shows the development of the contents according to a series of didactic units and projects which are common to all specialties of the course. That is why it shows the development of the contents according to a series of didactic units and projects which are common to all the specialties of the course.

In this proposal we can find a context of a school center, this context is based on several previous experiences in other centers, as well as a development of methodologies used to make sense of the syllabus, key competences, evaluation criteria and objectives, which are included in the current education regulations.

On the other hand, inside this Annual Syllabus we will find 15 didactic units, which are developed within three perspectives or projects, one for each trimester of the school year. In these didactic units will be collected the contents that will be taught throughout the course, as well as everything mentioned above.

Finally, it should be noted that all the work follows a common thread, different perspectives of understanding the world, which will help us to better understand the world, and the change of this over time and ages, to also understand how we have evolved, different ways of expression, as well as certain traditions.

Key words:

Pre-Primary Education, Annual Syllabus, Second language teaching, CLIL, The world, art, traditional games.

2. Introduction

This project presents an Annual Syllabus is focused on teaching English as a second language, it is planned for 4-year-old students. This syllabus is made for a specific school context located in the community of Madrid, more specifically in Guadarrama, the school where I am doing the internship this year, but other experiences in schools are also taken as a reference.

This project follows the legal framework dictated by *Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil*. This document describes the curriculum to be followed, the evolutionary characteristics of the children of each year, but also the learning objectives, contents, and evaluation criteria.

The school “Ángeles Gasset” where this project is located, is bilingual and semi-private, so it will follow the bilingual program for this type of school, which can be found in *Orden 1434/2018 de 19 de abril de la consejería de Educación e investigación, por la que se regula la extensión de la enseñanza bilingüe español–inglés al Segundo ciclo de Educación Infantil en los centros privados concertados bilingües del ámbito de gestión de la Comunidad de Madrid*.

Finally, the reason why I decided to develop this project is due to the belief that language learning is very beneficial for students, as it can be of great help in the future in the personal sphere. Furthermore, it is easier and more useful to learn another language at an earlier age, because is easier to create language structures in a younger brain. besides, it is important to try not to create negative feelings towards English as a language.

Different methodologies will be used for the development of this project. It mainly includes the teaching of contents of the different areas of the curriculum, but these are taught through English, which is why the center has CLIL contents. But it is also based on learning in other methodologies such as project-based-learning (PBL). We also seek to teach from the students' centers of interest, such as through games and traditional games. All this will be developed later.

On the other hand, I decided to undertake this project out of a desire to achieve personal growth in the language and to be able to pass on the knowledge I have learnt over the years.

3. Theoretical-regulatory basis of syllabus

3.1. Theoretical justification

Within this syllabus we will work on the current state regulations, being this the *Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil*. In this document is specified the contents and learning areas on which we must be based when making any syllabus. The law specifies the purpose of Pre-primary education, which is to contribute to the comprehensive and harmonious development of students in all its dimensions: physical, emotional, sexual, affective, social, cognitive, and artistic, promoting personal autonomy and the progressive creation of a positive and balanced image of themselves, as well as education in civic values for coexistence.

As we can observe, this syllabus is developed under the most current regulations, so we must consider that for the time in which this annual program is developed, the Autonomous Community of Madrid, where the school is located, has not developed its normative of education based on this royal decree. Since at the time of development of the elaboration of the syllabus, the regulations had just been published, and that is why the Community of Madrid will be working on its decree.

On the other hand, the school "Angeles Gasset" develops its educational proposes a bilingual education proposal, which is why this annual program is based on the development of content while learning a second language. This normative regulation can be found in the *Orden 1434/2018 de 19 de abril de la consejería de Educación e investigación, por la que se regula la extensión de la enseñanza bilingüe español- inglés al Segundo ciclo de Educación Infantil en los centros privados concertados bilingües del ámbito de gestión de la Comunidad de Madrid*.

In this order we find that it develops the teaching of a second language as, the teaching in foreign language (English) will be focused on comprehension and oral expression and will be addressed through the contents of the different areas or areas of experience of this educational stage.

A sufficient repertory of games, songs, and sayings appropriate to the age of the students and that generate interest in this learning will be used. It also develops a minimum number of hours that must be taught in English, being this for the second cycle of Pre-primary education, 4 weekly sessions of 45 minutes each. It also specifies the requirements necessary to implement this order in schools.

4. Context

This project is contextualized in a fictitious school called "Ángeles Gasset" semi-private and bilingual. This school is located in the town of Guadarrama, in the northwest of the Community of Madrid, which makes it a rural setting as it is far from the city and has a mountainous landscape, as well as being located very close to the border with the community of Castilla y León.

Undoubtedly, we can appreciate that the area is very close to nature, consequently, around the school we can find many outdoor areas, and a lot of activities in nature. But in the same way we can find all kind of essential services, such as a hospital, police station, etc.

Within the school grounds, we can see that it is divided into five buildings, one where the secretariat and management, the cafeteria and the school shop are located, each stage has a building, and thus there is a separation by levels, these being Infant (from 0 to 6 years), primary, and finally secondary and vocational training, also has an extra building in which the sports center and swimming pool are located.

The socio-economic level of the students and families of the school is medium-high. Besides, we can observe that there is a lot of diversity among the families of the school. In addition, among the families there is also a lot of cultural diversity, and a great variety of family structures, which makes the school culturally enriching.

5. Objectives

5.1. Stage objectives

The general objectives for this educational stage are included in the *Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil*. These objectives provided by the law are the following, Infant Education will contribute to develop in boys and girls the capacities that will allow them to:

- a) Know their own body and that of others, as well as their possibilities of action and learn to respect differences.
- b) Observe and explore their family, natural and social environment.
- c) Progressively acquire autonomy in their usual activities.

- d) Develop their emotional and affective capacities.
- e) Relate with others in equality and progressively acquire basic guidelines for coexistence and social relations, as well as exercise in the use of empathy and peaceful conflict resolution, avoiding any kind of violence.
- f) Develop communication skills in different languages and forms of expression.
- g) Initiate in logical-mathematical skills, reading and writing, and in movement, gesture, and rhythm.
- h) Promote, apply, and develop social norms that promote equality between men and women.

5.2. Didactic objectives of the syllabus

In this section the main didactic objectives of the program are presented, which are based on the main evaluation criteria based on the three areas of the *Real Decreto 95/2022*. These objectives are:

Students will be able to:

- Identify and express their needs and feelings
- Offer and ask for help in different daily situations
- Use different tools in play situations
- Participate in directed and spontaneous games
- Participate with initiative in classroom activities
- Respect classroom rules
- Establish relationships between objects and their qualities
- Use basic quantifiers in interaction with others.
- To locate oneself adequately in the spaces of habitual use.
- Channel frustration
- Use different strategies in decision making
- Show an attitude of respect and care towards the natural environment.
- Establish relationships between the social and natural environment based on observation.
- Participate actively in communicative situations.
- Show interest and curiosity in the use of different languages.
- Interpret oral messages correctly
- Elaborate plastic creations

- Use the library as a source of enjoyment.
- Participate actively in communicative situations.
- Show interest and curiosity in the use of different languages.
- Interpret oral messages correctly
- Elaborate plastic creations
- Use the library as a source of enjoyment.

6. Competences

Current law *Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil* establishes a series of key competences for the acquisition of the contents. It is written therein that key competences are "performances that are considered essential for students to progress with guarantees of success in their formative itinerary, and to face the main global and local challenges and challenges."

The current law states that the key competences will be reflected in the curricular elements as well as in all the pedagogical principles of the stage. And after stating what the competencies are, they offer us the 8 essential basic competencies, these are:

- Competence in linguistic communication: This key competence refers to any communicative exchange between learners, and between learners and adults. This competence should be emphasized since it is the main instrument of communication, as well as with oratory it brings the students of this stage closer to literature.
- Multilingual competence: This key competence is very important throughout the development of this syllabus. The current law establishes it as a first contact with different languages and cultures. On the other hand, within this syllabus we will work a lot on this approach of the student to another language, since the school considers that the introduction of another language is very important. That is why we will work with very diverse activities throughout the school year, to promote the learning of this language.

- Mathematical competence and competence in science, technology, and engineering: This key competence talks about the beginning of the students in the logical-mathematical area, thus approaching the path towards scientific thinking. In order to work on this competence, activities will be carried out where students must observe, classify, and build from different elements and didactic situations.
- Digital competence: This key competence works on the students' approach to technology. It is described in the law as access to information, communication, and content creation through digital media. From the school center we will work this competence through the approach of the student to computers teaching the use of computers, tablets, and digital elements. As well as the use by teachers of digital elements to make the teaching method, something more attractive to the student.
- Personal, social, and learning to learn competence: This competence is very important, since it is the initiation of the students to the knowledge of other environments beyond the family environment, the first step for the socialization of the students with other adults and people of their age, as well as the knowledge of their own abilities, the recognition of feelings, and the development of autonomy. From the center we want students to feel identified with the class, feeling it as their own, and that is why we attach great importance to communication, where they feel that it is a safe space to share their concerns and those things they would like to change. We also seek the student's own autonomy by giving them different tools of expression throughout the school year.
- Citizenship competence: This competency seeks to teach certain values, such as respect, equality, and coexistence, as well as peaceful conflict resolution. This competence is necessary because students will learn to live together in society, for this we will work on learning from different ways of approaching the world, so that students can reflect on our society and the change that has been taking place throughout history. On the other hand, certain class rules are also established, which have to do with respect for classmates, in order to create a harmonious environment within the school.

- Entrepreneurial competence: This competency seeks to develop the curiosity, initiative, and imagination of the student, which is why throughout the annual program we will seek to provide students with different methods and strategies of expression. With this, activities will be developed that are directed, but at the same time free to the imagination of the students.
- Competence in cultural awareness and expression: This competency seeks to develop the identity and expression of the students. this will be done using language to express feelings and emotions. from the school seeks to create its own center culture. This will develop a mix of cultures to create an identity where all students feel identified with the school.

7. Contents

This annual syllabus is divided into three projects, corresponding to one project per term. In each project we will find between 4 and 5 didactic units, which are designed to develop the contents proposed by the Ministry of Education and which are included in *Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil*.

7.1 Annual Sequence

The school year for which this syllabus is designed is the academic year 2021- 2022, which starts in the first half of September and ends at the end of June. Each didactic unit will be developed over two or three weeks, depending on the term we are in. In total there are 3 projects and 15 didactic units.

It should be noted that in this syllabus only the English learning and other curricular contents taught in a second language (CLIL contents) will be developed. In this way we seek to integrate all or most of the areas of the curriculum in the learning of English. On the other hand, the planning of the rest of the areas learned in the mother tongue will follow the same lines and themes as those proposed in this syllabus, but with more adapted activities.

Three projects will be worked on during the school year, one in each term. These three projects are related to diverse ways of understanding the world and learning about past times. In this way, the projects will be related to each other, because each one will have a different theme, but always following a common line.

The school year will start at the beginning of September. It must be considered that the first week of the school year will be dedicated to the return to school and the period of adaptation of the students to the classroom. Therefore, the annual program will start in the second week of September, and it will be programmed to contribute to the period of adaptation of the students.

In the second week of September, we will start the first project of the year, which is dedicated to popular games that are commonly played around the world. This project is made up of five didactic units. In each one we will work on a game, except in the first one, because it will be the students who will present their favorite games, as well as the favorites of their families, and in this way coordinate the beginning of the project with the adaptation period.

The second term, after the Christmas holidays, will begin the second project of the course, which is dedicated to different civilizations, periods of history, different parts of the world, the difference between past and nowadays around the world. The main aim of this project is for the students to learn that throughout life there have been diverse ways of living and to learn a little more about the way we live today, and the difference with the past.

To end the course, during the third period, after the spring break and until the end of the school year, we will work on the third and last project of the course, which is dedicated to art in the world.

In this project, students will learn about different famous artists, ways of artistic expression, different artistic techniques, and we will also learn about the museum, and different places where works of art are exhibited, or where we can see them.

These projects have been chosen because they seek the integral learning of students, where they are able to understand the world in which they live and the changes that have been experienced. But we also want the students to learn different ways of expressing themselves.

The chosen projects are based on the interests of the students, as well as fifteen didactic units are programmed, but these are completely flexible. So, if the students want to continue learning about that topic, they can do it.

Table1: Temporal sequence of didactic units

Month	Unit: Name and number	Weeks
<u>PROJECT 1: GAMES OF THE WORLD</u>		
This project will help us to know the world through games, more specifically games that we can play all over the world. We will know the differences between the same game played in different places.		
September	1º: ¡Welcome back, little gamers!	4 weeks Sep 8 th to Sep 22 nd
September - October	2º: ¿What's your favorite game?	3 weeks Sep 23 rd to Oct 14 th
October – November	3º: All about Hopscotch	3 weeks Oct 18 th to Nov 8 th
November	4º: This is you take it game	3 weeks Nov 9 th to Nov 30 th
December	5º: Let's hide and seek	3 weeks Dec 1 st to Dec 22 nd
<u>PROJECT 2, ANCIENT PEOPLE OF THE WORLD</u>		
With this project we will learn about how people lived in other parts of the world and past times, as well as key elements of their culture, so that we can compare other cultures with our own.		
January	6º: Prehistory and the beginning	2,5 weeks Jan 10 th to Jan 28 th
January – February	7º: Egypt	2,5 weeks Jan 31 st to Feb 18 th

February - March	8 ^o : Greeks	2,5 weeks Feb 21 st to March 11 th
March	9 ^o : Romans	2,5 weeks March 14 th to March 28 th
March - April	10 ^o : We are pirates	2,5 weeks March 29 th to April 7 th
<u>PROJECT 3, ART IN THE WORLD</u>		
Art is a very important way of expression all around the world. With this project we will learn how to express ourselves in this way, as well as famous people and how they expressed themselves.		
April - May	11: What's inside the museum?	2 weeks April 19 th to May 3 rd
May	12: Who's Kandinsky?	2 weeks May 4 th to May 18 th
May - June	13 ^o : The Picasso style	2 weeks May 19 th to Jun 2 nd
June	14 ^o : Pop art and more	2 weeks Jun 3 rd to Jun 16 th
June	15 ^o : Goodbye, little artists!	Last days Jun 20 th to Jun 24 th

7.2. Didactic units:

Having explained how the didactic intervention will be developed and the timing of the didactic units, we will now go on to explain in more detail the contents of the didactic units and the work to be carried out during their development.

As we have seen, three projects have been planned in which we intend to show different ways of understanding the world, whether through games, diverse ways of life or art.

7.2.1. Project 1: Games of the world

This first project aims to get to know the world through different games. Around the world many games are played that are quite different from the ones we play in our country, but we focus on those popular games that are played all over the world. The aim is learning the differences about the same games but in different countries.

In another way, the use of traditional games will help us to bring our learning to life, because as we learn new things, we will play these games adapting them to the learning we are developing. In this way, we will make the leap of not only learning about the games or learning other contents, but we will learn contents at the same time as we play traditional games and making learning more globalized.

7.2.1.1. Unit 1: Welcome back, little gamers

Timing:
This didactic unit will begin to be developed as the adaptation period for the students, which is why it will take place during the first 4 weeks of the school year. In this unit we will work mainly on routines and autonomy of the students, but we will also contextualize it in traditional games, so that the beginning of the course is progressive.
Rationale:
As we have already mentioned, this unit will be dedicated to welcoming the students to the new school year, which is why the main focus will be on creating routines and getting the students to know their classmates and the teachers they will be working with throughout the year, as well as getting to know the school and the school day. In addition to this, we will also work on content that was taught last year, such as introducing themselves with expressions like "my name is..." and saying hello and goodbye. Within this unit, we will also get to know relevant objects, such as the class puppet, in our case, the puppet is a penguin called Raymundo (Annex V), who arrived at school with only one suitcase, and from that suitcase is magic, and from it will come many letters from Raymundo to the class, as well as objects that will help us to introduce the didactic unit.
Previous knowledge:
- Simple questions as "what is your name?"

- Simple greetings as hello or goodbye
- Simple words and phrases to describe themselves as “my name is...” “brother” “4 years”, etc.

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Show empathy for the feelings of their peers’ - Have attitudes of respect towards their peers’ - Raise their hands when they want to talk - Name the days of the week - Work cooperatively - Respect speaking time - Share class materials with their peers <p>Discovery and representation of the environment: Students will be able to:</p> <ul style="list-style-type: none"> - Position themselves correctly in the classroom space. <p>Communication and representation of reality: Students will be able to:</p> <ul style="list-style-type: none"> - Use more words and expressions to describe themselves - Express some personal needs “can I go to the toilet”
Contents and key competences (in brackets)	<p>Growth in harmony: Routines:</p> <ul style="list-style-type: none"> - Seasons of the year (winter, spring, autumn, and winter) (CCL) (CP) - Month of the year (January, February, March, April, May, June, July, August, September, October, November, and December) (CCL) (CP) - Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday) (CCL) (CP) <p>Personal needs:</p> <ul style="list-style-type: none"> - Go to the bathroom (CPSAA) - Raise the hand to speak (CPSAA) (CCEC) (CC)

	<ul style="list-style-type: none"> - Personal presentation: - Family vocabulary (mom, dad, brother, sister, etc.) (CCL) (CP) <p>Discovery and representation of the environment:</p> <p>Routines</p> <ul style="list-style-type: none"> - Numbers from 1 to 20 (CMCCTI) (CP) <p>Communication and representation of reality:</p> <p>Personal needs:</p> <ul style="list-style-type: none"> - Ability questions (“can I ...”) (CCL) (CP) <p>Personal presentation:</p> <ul style="list-style-type: none"> - Simple expressions to describe themselves (“my name is...”, “I am...”). (CCL) (CP) - Possessions expressions (“I have one sister”, “I have two eyes”) (CCL) (CP)
--	---

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>El juego como actividad placentera y fuente de aprendizaje. Normas de juego. Progresiva autonomía en la realización de tareas</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Necesidades básicas: manifestación, regulación y control en relación con el bienestar personal.</i> <i>Hábitos y prácticas sostenibles y ecosocialmente responsables relacionados con la alimentación, la higiene, el descanso, el autocuidado y el cuidado del entorno.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u> Crecimiento en Armonía: <i>3.1 Realizar actividades relacionadas con el autocuidado y el cuidado del entorno con una actitud respetuosa, mostrando autoconfianza e iniciativa.</i> <i>3.2 Respetar la secuencia temporal asociada a los acontecimientos y actividades cotidianas, adaptándose a las rutinas establecidas para el grupo y desarrollando comportamientos respetuosos hacia las demás personas.</i></p>

<p><i>Rutinas: planificación secuenciada de las acciones para resolver una tarea; normas de comportamiento social en la comida, el descanso, la higiene y los desplazamientos, etc.</i></p> <p><i>La familia y la incorporación a la escuela.</i></p> <p><i>Habilidades socioafectivas y de convivencia: comunicación de sentimientos y emociones y pautas básicas de convivencia, que incluyan el respeto a la igualdad de género y el rechazo a cualquier tipo de discriminación.</i></p> <p><i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p><i>Fórmulas de cortesía e interacción social positiva. Actitud de ayuda y cooperación.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i></p> <p><i>El tiempo y su organización: día-noche, estaciones, ciclos, calendario</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p> <p><i>Repertorio lingüístico individual.</i></p>	<p><i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p><i>4.2 Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus iguales, identificando y rechazando todo tipo de estereotipos.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>1.3 Ubicarse adecuadamente en los espacios habituales, tanto en reposo como en movimiento, aplicando sus conocimientos acerca de las nociones espaciales básicas y jugando con el propio cuerpo y con objetos.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>1.1 Participar de manera activa, espontánea y respetuosa con las diferencias individuales en situaciones comunicativas de progresiva complejidad, en función de su desarrollo individual.</i></p> <p><i>1.3 Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos.</i></p>
---	--

<p><i>La realidad lingüística del entorno. Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Juegos de expresión corporal y dramática.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria</u></p> <p>Correctly recognize and name the months of the year.</p> <p>Correctly recognize and name the seasons of the year.</p> <p>Correctly recognize and name the days of the week.</p> <p>Flawlessly describe itself “my name is..., I am 4 years old, I have one sister, etc.</p> <p>Properly ask to go to the toilet “can I go to the toilet”.</p> <p>Show respect to the rest of the students</p> <p>Demonstrate positive attitude.</p>
---	---

7.2.1.2. Unit 2: ¿What's your favorite game?

Timing:
<p>This didactic unit is the first one to be carried out after the adaptation period. It will last about 3 weeks. Therefore, we believe that we should give the students plenty of opportunities to express themselves, so we will focus on talking about personal tastes.</p>
Rationale:
<p>We believe that expressing what we think, and feel is very important, especially in terms of school coexistence. That is why this didactic unit is dedicated to self-expression. In this period students will learn to express their likes and feelings. The main objective of this unit is to seek the autonomy of the students. So that they can express themselves and thus contribute to create a pleasant classroom climate, where students are able to understand their feelings, express them and contribute to the resolution of problems that may arise in the classroom and among students.</p>
Previous knowledge:
<ul style="list-style-type: none"> - Some feelings vocabulary (sad and happy) - Being able to recognize some feelings and naming in their mother tongue - Answer questions with “yes or no” - Some class rules

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Have attitudes of respect towards their peers’ - Raise their hands when they want to talk - Show empathy for the feelings of their peers’ - Share class materials with their peers <p>Discovery and representation of the environment: Students will be able to:</p> <ul style="list-style-type: none"> - Manage frustration <p>Communication and representation of reality: Students will be able to:</p> <ul style="list-style-type: none"> - Answer questions with “I am...” - Express preferences with “I like...”

	<ul style="list-style-type: none"> - Recognize and name different feelings (“sad, angry, happy, sleepy, in love, furious, surprised, scared, bored, worried, serious, nervous”)
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Feelings:</p> <ul style="list-style-type: none"> - Vocabulary (“sad, angry, happy, sleepy, in love, furious, surprised, scared, bored, worried, serious, nervous”) (CCL), (CP) <p>Other:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers’, share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Go to the bathroom (CPSAA) - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Feelings:</p> <ul style="list-style-type: none"> - Feelings expressions (I am...) (CCL), (CP) - Questions (how are you today?) (CCL), (CP) <p>Preferences</p> <ul style="list-style-type: none"> - Preferences expressions (“I like” “I love”) (CCL), (CP)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>El juego como actividad placentera y fuente de aprendizaje. Normas de juego.</i> <i>Progresiva autonomía en la realización de tareas</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u> Crecimiento en Armonía: <i>3.1 Realizar actividades relacionadas con el autocuidado y el cuidado del entorno con una actitud respetuosa, mostrando autoconfianza e iniciativa.</i></p>

<p>Herramientas para la identificación, expresión, aceptación y control progresivo de las propias emociones, sentimientos, vivencias, preferencias e intereses.</p> <p>Habilidades socioafectivas y de convivencia: comunicación de sentimientos y emociones y pautas básicas de convivencia, que incluyan el respeto a la igualdad de género y el rechazo a cualquier tipo de discriminación.</p> <p>Aceptación constructiva de los errores y las correcciones: manifestaciones de superación y logro.</p> <p>Resolución de conflictos surgidos en interacciones con los otros.</p> <p>Estrategias de autorregulación de la conducta. Empatía y respeto.</p> <p>Descubrimiento y exploración del entorno:</p> <p>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</p> <p>Comunicación y representación de la realidad:</p> <p>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</p> <p>Repertorio lingüístico individual.</p>	<p>1.4 Participar en contextos de juego dirigido y espontáneo, ajustándose a sus posibilidades personales.</p> <p>2.1 Identificar y expresar sus necesidades y sentimientos, ajustando progresivamente el control de sus emociones.</p> <p>2.3 Expresar inquietudes, gustos y preferencias, mostrando satisfacción y seguridad sobre los logros conseguidos.</p> <p>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</p> <p>Descubrimiento y exploración del entorno:</p> <p>1.3 Ubicarse adecuadamente en los espacios habituales, tanto en reposo como en movimiento, aplicando sus conocimientos acerca de las nociones espaciales básicas y jugando con el propio cuerpo y con objetos.</p> <p>2.2 Canalizar progresivamente la frustración ante las dificultades o problemas mediante la aplicación de diferentes estrategias.</p> <p>Comunicación y representación de la realidad:</p>
---	---

<p><i>La realidad lingüística del entorno. Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Juegos de expresión corporal y dramática.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>1.3 Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos.</i></p> <p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name most of the feelings.</p> <p>Correctly recognize their peers' feelings.</p> <p>Correctly answer questions about how he/she feels.</p> <p>Flawlessly describe his/her preferences "I love..."</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p>
---	--

7.2.1.3. Unit 3: All about “Hopscotch”

Timing:	
<p>This didactic unit will be the first to be guided around a single game. It will last approximately three weeks.</p> <p>During this period the students will learn different geometric shapes, introduction of some sports and we will also learn about Halloween.</p>	
Rationale:	
<p>In this didactic unit we introduce the game of hopscotch, this game will help us to learn about it, how to play it and different variants of the game in some countries. But above all it will help us to consolidate classroom learning, since the objective of the project is to use games for learning. In this way we will adapt the game of hopscotch to adapt it to our content, but also to the period of motor development of the students.</p>	
Previous knowledge:	
<ul style="list-style-type: none"> - Recognize some shapes (square and circle) - Name some sports materials (ball, basket, etc.) - Recognize some Halloween typical creatures and know their names in their mother tongue - Recognize some Halloween vocabulary (ghost, monster, candy, etc.) 	

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Have attitudes of respect towards their peers’ - Raise their hands when they want to talk - Show empathy for the feelings of their peers’ - Share class materials with their peers <p>Discovery and representation of the environment: Students will be able to:</p> <ul style="list-style-type: none"> - Recognize traditions about Halloween (trick or treat) - Recognize and name all the shapes (square, circle, oval, rhombus, rectangle, etc.) <p>Communication and representation of reality: Students will be able to:</p>

	<ul style="list-style-type: none"> - Name Halloween creatures (witch, ghost, monster, skeleton, vampire, black cat, spider, etc.) - Recognize the /h/ sound in some words (Hat, Happy, Head, Hair, Hand, etc.) - Recognize and point to some sports materials (racket, net, ball, etc.)
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Go to the bathroom (CPSAA) - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Discovery and representation of the environment:</p> <p>Shapes:</p> <ul style="list-style-type: none"> - Shapes (square, circle, oval, rhombus, etc.) (CCL), (CP) <p>Halloween:</p> <ul style="list-style-type: none"> - Halloween traditions ("trick or treat", Costumes, etc.) (CCEC) <p>Communication and representation of reality:</p> <p>Halloween:</p> <ul style="list-style-type: none"> - Halloween creatures (witch, ghost, monster, skeleton, vampire, black cat, spider, werewolf, etc.) (CCL), (CP), (CCEC) <p>Sports:</p> <ul style="list-style-type: none"> - Sports materials Vocabulary ("ball, basket, racket, net, etc.") (CCL), (CP) <p>Sound:</p> <ul style="list-style-type: none"> - Jolly phonics (CCL), (CP) - Words beginning with H (Horse, Hand, Hat, Happy, Hello, etc.) (CCL), (CP)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>El juego como actividad placentera y fuente de aprendizaje. Normas de juego. Progresiva autonomía en la realización de tareas</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Habilidades socioafectivas y de convivencia: comunicación de sentimientos y emociones y pautas básicas de convivencia, que incluyan el respeto a la igualdad de género y el rechazo a cualquier tipo de discriminación.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno: <i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i> <i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i></p> <p>Comunicación y representación de la realidad: <i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p>Crecimiento en Armonía: <i>1.4 Participar en contextos de juego dirigido y espontáneo, ajustándose a sus posibilidades personales.</i> <i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p>Descubrimiento y exploración del entorno: <i>1.1 Establecer distintas relaciones entre los objetos a partir de sus cualidades o atributos, mostrando curiosidad e interés.</i> <i>1.3 Ubicarse adecuadamente en los espacios habituales, tanto en reposo como en movimiento, aplicando sus conocimientos acerca de las nociones espaciales básicas y jugando con el propio cuerpo y con objetos.</i></p> <p>Comunicación y representación de la realidad: <i>1.3 Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos.</i></p>

<p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno.</i></p> <p><i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera.</i></p> <p><i>Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Juegos de expresión corporal y dramática.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name most of the shapes.</p> <p>Correctly recognize Halloween creatures.</p> <p>Recognize Halloween traditions.</p> <p>Flawlessly name words with /h/ sound</p> <p>Correctly name sports materials.</p> <p>Flawlessly use class vocabulary.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p> <p>Strongly involved in social activities.</p>
--	---

7.2.1.4. Unit 4: This is a “you take it” game

Timing:
This didactic unit will be the first to be guided around a single game. It will last approximately three weeks. During this period the students will learn about sports and possibility expressions.
Rationale:
Motor development is very important for our student. Therefore, we look for learning based on physical activities, where they can develop correctly at the same time as learning content and languages. In this didactic unit we will learn about sport, different movements and above all we will learn to express what we can and cannot do. But at the same time that we adapt the game "you take it" to learn these contents, as well as learning culturally about the game around the world.
Previous knowledge:
<ul style="list-style-type: none"> - Some movements possibilities in English (run and jump) - Recognize and name some sports - Imitate physically some movements with their body (jumping) - Answer some simple questions about possibilities with yes or no

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers' - Share class materials with their peers <p>Communication and representation of reality: Students will be able to:</p> <ul style="list-style-type: none"> - Name action verbs (run, jump, swim, climb, ride, etc.) - Use action verbs with their movement - Recognize between can and can't - Ask and answer questions with can or can't - Express possibility or impossibility

	<ul style="list-style-type: none"> - Recognize and name team sports (Tennis, football, basketball) - Express differences between sports - Name materials used in some team sports
Contents and key competences (in brackets)	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Movement possibilities:</p> <ul style="list-style-type: none"> - Body control (CPSAA) <p>Communication and representation of reality:</p> <p>Sports:</p> <ul style="list-style-type: none"> - Team sports vocabulary (tennis, football, basketball, paddle tennis, volleyball, etc.) (CCL), (CP) <p>Movement possibilities</p> <ul style="list-style-type: none"> - Action verbs (run, jump, swim, climb, ride, etc.) (CCL), (CP) - Possibility expressions (I can, I can't...) (CCL), (CP)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Imagen global y segmentaria del cuerpo: características individuales y percepción de los cambios físicos.</i> <i>Autoimagen positiva y ajustada ante los demás.</i> <i>Identificación y respeto de las diferencias.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u> Crecimiento en Armonía: <i>1.4 Participar en contextos de juego dirigido y espontáneo, ajustándose a sus posibilidades personales.</i></p>

<p><i>El movimiento: control progresivo de la coordinación, el tono, el equilibrio y los desplazamientos.</i></p> <p><i>El juego como actividad placentera y fuente de aprendizaje. Normas de juego.</i></p> <p><i>Progresiva autonomía en la realización de tareas</i></p> <p><i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i></p> <p><i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i></p> <p><i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p> <p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno.</i></p> <p><i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p>	<p><i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p><i>4.2 Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus iguales, identificando y rechazando todo tipo de estereotipos.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>1.3 Ubicarse adecuadamente en los espacios habituales, tanto en reposo como en movimiento, aplicando sus conocimientos acerca de las nociones espaciales básicas y jugando con el propio cuerpo y con objetos.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>1.3 Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos.</i></p> <p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales.</i></p>
--	---

<p><i>Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Juegos de expresión corporal y dramática.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name some team sports.</p> <p>Correctly recognize his/her possibilities.</p> <p>Correctly answer questions about possibilities.</p> <p>Flawlessly ask questions with “can” or “can’t”.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p> <p>Be respectful to their peers’ movements and possibilities.</p>
--	--

7.2.1.5. Unit 5: Let's “Hide and seek”

Timing:
<p>This didactic unit will take place in the month of December and will last 3 weeks, it will be the last didactic unit of the games around the world project, and the one with which we close the first trimester of the school year.</p>
Rationale:
<p>In this didactic unit, priority will be given to Christmas, as this is a time when pupils are immersed in a world of television commercials and desire. Therefore, it is necessary to work on Christmas traditions, to learn that not all Christmas is about receiving presents, but we must also learn to ration our wishes. This didactic unit aims to teach children that it is not necessary to have a lot of things to be happy, but that the best wishes are not under the Christmas tree.</p> <p>As for the game, hide and seek, we will work on the Christmas concepts with hide and seek, we will make adaptations of the game, where we will play traditionally where some hide and others search, as if we were the ones who have to look for something.</p>

Previous knowledge:	
	<ul style="list-style-type: none"> - Christmas vocabulary in their mother tongue - Recognize some traditions in Spanish - Some Christmas songs - Expressing their desires in their mother tongue

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers' - Share class materials with their peers <p>Discovery and representation of the environment: Students will be able to:</p> <ul style="list-style-type: none"> - Identify differences between Christmas traditions around de world - Identify some Christmas traditions - Identify Christmas characters (Santa Claus, Elf, reindeer, etc.) <p>Communication and representation of reality: Students will be able to:</p> <ul style="list-style-type: none"> - Express desires using "I wish..." "I want..." - Name and identify Christmas elements (presents, Christmas lights, tinsel, mistletoe, ornaments, etc.) - Sing Christmas songs and carols
Contents and key competences (in brackets)	<p>Growth in harmony: Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA)

	<p>Discovery and representation of the environment:</p> <p>Christmas:</p> <ul style="list-style-type: none"> - Christmas traditions (CCL), (CP), (CCEC) - Differences about Christmas in other cultures (CCEC) <p>Communication and representation of reality:</p> <p>Christmas:</p> <ul style="list-style-type: none"> - Christmas vocabulary (“Reindeer, Santa Claus, presents, Christmas lights, tinsel, Christmas tree, etc.”) (CCL), (CP), - Christmas songs (CCL), (CP), (CCEC) <p>Expressions:</p> <ul style="list-style-type: none"> - Desire expressions (I wish, I want...) (CCL), (CP)
--	--

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía:</p> <p><i>Identificación y respeto de las diferencias.</i></p> <p><i>El movimiento: control progresivo de la coordinación, el tono, el equilibrio y los desplazamientos.</i></p> <p><i>El juego como actividad placentera y fuente de aprendizaje. Normas de juego.</i></p> <p><i>Progresiva autonomía en la realización de tareas</i></p> <p><i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i></p> <p><i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p><i>Celebraciones, costumbres y tradiciones.</i></p> <p><i>Herramientas para el aprecio de las señas de identidad étnico-cultural presentes en su entorno.</i></p> <p>Descubrimiento y exploración del entorno:</p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p>Crecimiento en Armonía:</p> <p><i>1.4 Participar en contextos de juego dirigido y espontáneo, ajustándose a sus posibilidades personales.</i></p> <p><i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p><i>4.2 Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus iguales, identificando y rechazando todo tipo de estereotipos.</i></p> <p>Descubrimiento y exploración del entorno:</p>

<p><i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i></p> <p><i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i></p> <p><i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p> <p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno.</i></p> <p><i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera.</i></p> <p><i>Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p>	<p><i>2.2 Canalizar progresivamente la frustración ante las dificultades o problemas mediante la aplicación de diferentes estrategias.</i></p> <p><i>2.3 Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>1.3 Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos.</i></p> <p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p>Specific Evaluation criteria:</p> <p>Correctly recognize and name most of the Christmas vocabulary.</p>
--	--

<p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Juegos de expresión corporal y dramática.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p> <p><i>Lectura e interpretación crítica de imágenes e información recibida a través de medios digitales.</i></p>	<p>Correctly understand some Christmas traditions.</p> <p>Correctly recognize differences of celebrating Christmas in other cultures.</p> <p>Correctly answer questions about his/her desires.</p> <p>Flawlessly describe his/her desires “I wish...”</p> <p>Correctly follow and sing Christmas carols.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students</p>
---	---

7.2.2. Project 2: Ancient people of the world

With the return to school after the Christmas holidays, we are starting a new project to continue getting to know the world.

In this case we are going to learn about different civilizations and ways of life that have appeared throughout history, to learn how much our way of life has changed, how people lived in the past and to immerse ourselves in those environments. To do this we will set our learning in 5 units dedicated to prehistory, ancient Egypt, Roman times, the Greeks with their myths, and finally the pirates. With it, we will learn about diverse ways of living, and the differences between them and our culture and way of life today. This will help us to understand how the world has changed and how we have evolved. But we will also discover how childhood has changed, the way we play and above all the way we learn.

Finally, we will adapt the content to the period in which we find ourselves, to create an educational environment extremely focused on that period.

7.2.2.1. Unit 6: Prehistory and the beginning

Timing:
This didactic unit will be worked on over a period of approximately 2 and a half weeks, starting on the first day after the return from the Christmas holidays.
Rationale:
<p>With the return from holidays, students have a lot to talk about what they have done when they were not at school, about the presents they have received, the relatives they have been with, and so on.</p> <p>Therefore, we consider it necessary to learn the use of time adverbs, as it will allow students to clarify the ideas they have in their heads, and when it comes to telling us everything that has happened, they will know how to place it and tell it better.</p> <p>On the other hand, we are starting the world civilizations project, which is why, when the students arrive at the school, they will find the classrooms and corridors set, in this case in prehistory, they will see that the corridor to their classes will be a cave, and each class at the same level will have its own cave, as in prehistoric times.</p>
Previous knowledge:
<ul style="list-style-type: none"> - Recognize prehistory vocabulary in their mother tongue (ex. fuego, Cueva) - Recounts an event using adverbs of time in Spanish - different adverbs of time in Spanish (ex. ahora, luego) - Name some objects with /k/ sound (ex. Kid, Kiss)

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers' - Share class materials with their peers <p>Discovery and representation of the environment: Students will be able to:</p> <ul style="list-style-type: none"> - Understand the difference between “now” and “before” and other time adverbs. <p>Communication and representation of reality: Students will be able to:</p>

	<ul style="list-style-type: none"> - Identify and name different prehistory vocabulary (fire, Mammut, cave, tools, arrow, bow, spear, etc.) <p>Use some time adverbs in their speech (now, before, yesterday, etc.)</p> <p>Differentiate /k/ sound in different words</p>
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Prehistory contents:</p> <ul style="list-style-type: none"> - Tools vocabulary (fire, bow, arrow, knife, spear, etc.) (CCL), (CP), (CCEC) - Other vocabulary (cave, Mammut, hunting, nomads, etc.) (CCL), (CP), (CCEC) - Creation of tools (CCL), (CP), (CE) <p>Adverbs:</p> <ul style="list-style-type: none"> - Time expressions (now, before, yesterday, later, always, etc.) (CCL), (CP) <p>Sound:</p> <ul style="list-style-type: none"> - Jolly phonics /k/ (CD), (CCL), (CP) - Words with /k/ sound (kite, king, kid, kiss, key, kitten, etc.) (CCL), (CP)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: Autoimagen positiva y ajustada ante los demás.</p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u> Crecimiento en Armonía:</p>

<p><i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i></p> <p><i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i></p> <p><i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i></p> <p><i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p> <p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno.</i></p> <p><i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p>	<p><i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p><i>4.2 Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus iguales, identificando y rechazando todo tipo de estereotipos.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>2.3 Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>1.1 Participar de manera activa, espontánea y respetuosa con las diferencias individuales en situaciones comunicativas de progresiva complejidad, en función de su desarrollo individual.</i></p> <p><i>1.3 Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos.</i></p>
--	--

<p><i>Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Posibilidades sonoras, expresivas y creativas de la voz, el cuerpo, los objetos cotidianos de su entorno y los instrumentos.</i></p> <p><i>Propuestas musicales en distintos formatos.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name most of the prehistory vocabulary.</p> <p>Correctly recognize different time adverbs.</p> <p>Properly use time adverbs.</p> <p>Correctly name words with /k/ sound.</p> <p>Flawlessly describe his/her ideas and use time adverbs in his/her speech.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students</p>
--	--

7.2.2.2. Unit 7: This is Egypt

Timing:	
The didactic unit on Egypt starts at the end of January and will last approximately two and a half weeks. During this time, there is a very important date on which we are going to base our contents, apart from the Egyptian period, and that is St. Valentine's Day.	
Rationale:	
With the arrival of February, it is time to express our feelings as we celebrate Valentine's Day. We believe that it is very important to express our feelings, both our own feelings and feelings towards others, which is why we want to work on the expression of feelings, in this case, related to love. In the same way, the expression of quantity.	
On the other hand, regarding Egypt, we believe that it is a time that students will enjoy very much, as it opens a lot of doors to exploration, the creation of the pyramids, the pharaohs, and how different life was compared to how we live now.	
Previous knowledge:	
<ul style="list-style-type: none"> - Express love feelings in their mother tongue - Give their opinion of love in Spanish - Recognize being "in love" as a feeling - Name some Egypt vocabulary in Spanish - Answer simple questions related with quantity 	

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Understand the difference types of love - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers' - Share class materials with their peers <p>Discovery and representation of the environment: Students will be able to:</p> <ul style="list-style-type: none"> - Understand how life was lived in Egypt <p>Communication and representation of reality:</p>

	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Recognize and name some Egypt vocabulary (pyramid, pharaohs, camel, palm tree, beetle, etc.) - Express love feelings
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Love:</p> <ul style="list-style-type: none"> - Meaning of “love” (CCL), (CP), - Types of love (friendship love, family love, self-love, etc.) (CCL), (CP), (CPSAA) <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers’, share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Egypt contents:</p> <ul style="list-style-type: none"> - Egypt vocabulary (pyramid, pharaohs, camel, mummy, clay, sarcophagus amulet, etc.) (CCL), (CP), (CCEC) - Creation of a pyramid (CCL), (CP), (CE) <p>Love:</p> <ul style="list-style-type: none"> - Love expressions (I love..., I love you, etc.) (CCL), (CP), (CC) <p>Quantity</p> <ul style="list-style-type: none"> - Quantity adverbs (“how much”, “how many”, “a lot of”, etc.) (CCL), (CP) (CMCCTI)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Autoimagen positiva y ajustada ante los demás.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u> Crecimiento en Armonía:</p>

<p><i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i></p> <p><i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i></p> <p><i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i></p> <p><i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i></p> <p>Comunicación y representación de la realidad:</p>	<p><i>2.1 Identificar y expresar sus necesidades y sentimientos, ajustando progresivamente el control de sus emociones.</i></p> <p><i>2.3 Expresar inquietudes, gustos y preferencias, mostrando satisfacción y seguridad sobre los logros conseguidos.</i></p> <p><i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p><i>4.2 Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus iguales, identificando y rechazando todo tipo de estereotipos.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>2.3 Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p> <p><i>3.2 Identificar rasgos comunes y diferentes entre seres vivos e inertes.</i></p> <p><i>3.3 Establecer relaciones entre el medio natural y el social a partir del conocimiento y la observación de algunos fenómenos naturales y de los elementos patrimoniales presentes en el medio físico.</i></p> <p>Comunicación y representación de la realidad:</p>
--	---

<p><i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p> <p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno. Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>1.1 Participar de manera activa, espontánea y respetuosa con las diferencias individuales en situaciones comunicativas de progresiva complejidad, en función de su desarrollo individual.</i></p> <p><i>1.3 Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos.</i></p> <p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name different types of love.</p> <p>Correctly recognize Egypt vocabulary.</p> <p>Properly make questions with “how much” or “How many”.</p> <p>Correctly answer questions with quantity adverbs.</p> <p>Flawlessly describe his/her idea of love.</p> <p>Properly follow some class rules</p>
---	--

7.2.2.3. Unit 8: Greeks myths

Timing:	
The third didactic unit on world civilizations will deal with the Greeks. This didactic unit will last approximately two and a half weeks, from the end of February and the first half of March.	
Rationale:	
<p>The didactic unit will begin with the surprise of the pupils when they see everything decorated like ancient Greece. This will help us to set the scene for our content and speculate on the changes that have taken place from one era to another.</p> <p>During this unit, we encounter the carnival, which our level will be dressed as a Greek or mythological character.</p> <p>In relation to the contents, we will learn about the different myths and mythological characters. This will help us to get to know what life was like in ancient Greece, as well as learning about famous people, such as Plato, and what school was like at that time. We will also hold an Olympic Games between all 4-year classes, adapted for the pupils, and we will hold chariot races also adapted for the students.</p> <p>On the other hand, we will learn about adverbs of place, to be able to situate ourselves, other people or objects when telling a story, as well as how to express future ideas and plans.</p>	
Previous knowledge:	
<ul style="list-style-type: none"> - Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares") - Use place adverbs in Spanish - Tell some future plans in their mother tongue - Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,) 	

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand the difference types of love - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers' - Share class materials with their peers

	<p>Discovery and representation of the environment:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand how life was lived in Greek <p>Communication and representation of reality:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Express future plans - Recognize and name some Greek vocabulary (Olympics, vase, soldier, bowl, helmet, coins, Parthenon, column, tunic, etc.) - Differentiate /s/ sound in different words - Differentiate opposite words (up-down, happy-sad, fast-slow, etc.) - Name Greeks characters (Plato, Hercules, Poseidon, Ares, Greek gods, demi-gods, Pegasus, Apollo, Aphrodite, etc.) - Explain the story of some myths
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Greek contents:</p> <ul style="list-style-type: none"> - Greek vocabulary (Olympics, vase, soldier, bowl, helmet, coins, Parthenon, column, tunic, etc.) (CCL), (CP), (CCEC) - Creation of a vase (CCL), (CP), (CE) - Greek myths ("the competition, athenea and Poseidon", "baby Hercules" "Reason of the seasons", etc.) <p>Future</p> <ul style="list-style-type: none"> - Future expressions (tomorrow, soon, next week, etc.) (CCL), (CP), (CC)

	<ul style="list-style-type: none"> - Future verbs (I will...) (CCL), (CP) <p>Vocabulary</p> <ul style="list-style-type: none"> - Opposites (big-small, here-there. Up-down, happy-sad, fast-slow, etc.) (CCL), (CP) (CMCCTI) <p>Sound</p> <ul style="list-style-type: none"> - Jolly phonics /s/ (CD), (CCL), (CP) - Words with /s/ sound (Simile, snake, sun, start, small, sand, etc.)
--	--

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Autoimagen positiva y ajustada ante los demás.</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno: <i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i> <i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p>Crecimiento en Armonía: <i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i> <i>4.2 Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus iguales, identificando y rechazando todo tipo de estereotipos.</i></p> <p>Descubrimiento y exploración del entorno: <i>2.3 Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p>

<p><i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i></p> <p><i>Comunicación y representación de la realidad:</i></p> <p><i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p> <p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno.</i></p> <p><i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera.</i></p> <p><i>Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>Textos literarios infantiles orales y escritos adecuados al desarrollo infantil, que preferiblemente desarrollen valores sobre cultura de paz, derechos de la infancia, igualdad de género y diversidad funcional y étnico-cultural.</i></p>	<p><i>3.3 Establecer relaciones entre el medio natural y el social a partir del conocimiento y la observación de algunos fenómenos naturales y de los elementos patrimoniales presentes en el medio físico.</i></p> <p><i>Comunicación y representación de la realidad:</i></p> <p><i>1.3 Participar en situaciones de uso de diferentes lenguas, mostrando interés, curiosidad y respeto por la diversidad de perfiles lingüísticos.</i></p> <p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales.</i></p> <p><i>4.2 Identificar, de manera acompañada, alguna de las características textuales y paratextuales mediante la indagación en textos de uso social libres de prejuicios y estereotipos sexistas.</i></p> <p><i>4.3 Recurrir a la biblioteca como fuente de información y disfrute, respetando sus normas de uso.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p>
---	--

<p><i>Conversaciones y diálogos en torno a textos literarios libres de todo tipo de prejuicios y estereotipos.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p>Correctly recognize and name different Greeks characters.</p> <p>Correctly recognize Greek vocabulary.</p> <p>Properly answer simple questions with “yes, I will” “no, I won’t”.</p> <p>Correctly use place adverbs.</p> <p>Flawlessly describe Greeks Olympic games.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students some class rules.</p>
--	---

7.2.2.4. Unit 9: Ancient Rome

Timing:
<p>From Greece we will travel to ancient Rome. This didactic unit will last approximately two and a half weeks, starting on 14 March and finishing at the end of the same month.</p>
Rationale:
<p>The didactic unit will begin with the students being surprised to see that the setting has changed quite a lot, we are now in ancient Rome. This will help us to ask ourselves what has changed, and how the way of life has changed.</p> <p>In terms of content, we will learn about the Romans, Julius Caesar, and all that they did. This will help us to know what life was like in ancient Rome, as well as learning what the culture was like, we will see that they also held tournaments and we will see what the difference is between Roman and Greek tournaments, etc. We will run chariot races, adapted to the students and their level of development. Also see all those things that the Romans have given us, such as the aqueduct of Segovia.</p>

On the other hand, we will learn about feelings, we have already seen different ways of expressing love, but we must not forget about the other feelings, we must also know how to express them, as well as how to ask for help, and we will learn the sound /t/ and how to distinguish it in different words.

Previous knowledge:

- Name a Roman monument in your mother tongue (ex. Coliseo Romano)
- Names feelings in their mother tongue
- Identify how he/she feels and expresses it in Spanish
- Identify /t/ sounds in some words (ex. Table)
- Responds when asked whether he/she needs help with yes or no

English and CLIL contents:

Learning outcomes

Growth in harmony:

Students will be able to:

- Understand the difference types of love
- Have attitudes of respect towards their peers'
- Raise their hands when they want to talk
- Show empathy for the feelings of their peers'

Share class materials with their peers

Discovery and representation of the environment:

Students will be able to:

- Understand how life was lived in Ancient Rome
- Name Romans monuments (Aqueduct, Colosseum, pantheon, villa, baths, etc.)

Communication and representation of reality:

Students will be able to:

- Recognize and name some Romans vocabulary (Chariot, gladiator, empire, standard, shield, sword, etc.)
- Differentiate /t/ sound in different words
- Express their feelings
- Asking for help (can you help me)

<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Roman's contents:</p> <ul style="list-style-type: none"> - Roman's vocabulary (Chariot, gladiator, empire, standard, shield, sword, Aqueduct, Colosseum, pantheon, villa, baths, etc.) (CCL), (CP), (CCEC) - Creation of a mosaic (CCL), (CP), (CE) <p>Feelings</p> <ul style="list-style-type: none"> - Feelings vocabulary (angry, sad, happy, thoughtful, surprise, in love, etc.) (CCL), (CP), (CC) - Feelings expressions (today I feel..., I am feeling...) (CCL), (CP) <p>Sound</p> <ul style="list-style-type: none"> - Jolly phonics /t/ (CD), (CCL), (CP) - Words with /t/ sound (Table, t-shirt, triangle, talk, tall, teacher, telephone, etc.) (CCL), (CP)
---	---

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Autoimagen positiva y ajustada ante los demás.</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u> Crecimiento en Armonía:</p>

<p>Descubrimiento y exploración del entorno:</p> <p><i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i></p> <p><i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i></p> <p><i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i></p> <p><i>Fenómenos naturales: identificación y repercusión en la vida de las personas.</i></p> <p><i>Respeto y protección del medio natural.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p> <p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno. Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera.</i></p> <p><i>Elementos para una comunicación funcional básica.</i></p>	<p><i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p><i>4.2 Reproducir conductas, acciones o situaciones a través del juego simbólico en interacción con sus iguales, identificando y rechazando todo tipo de estereotipos.</i></p> <p>Descubrimiento y exploración del entorno:</p> <p><i>2.3 Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p> <p><i>3.3 Establecer relaciones entre el medio natural y el social a partir del conocimiento y la observación de algunos fenómenos naturales y de los elementos patrimoniales presentes en el medio físico.</i></p> <p>Comunicación y representación de la realidad:</p>
---	--

<p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>Textos literarios infantiles orales y escritos adecuados al desarrollo infantil, que preferiblemente desarrollen valores sobre cultura de paz, derechos de la infancia, igualdad de género y diversidad funcional y étnico-cultural.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales. de prejuicios y estereotipos sexistas.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name different Roman's vocabulary.</p> <p>Correctly recognize Roman's monuments.</p> <p>Correctly recognize /t/ sound in different words.</p> <p>Correctly say words that has /t/ sound.</p> <p>Flawlessly describe its feelings.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p>
--	--

7.2.2.5. Unit 10: We are all pirates

Timing:	
This is the last didactic unit of this project about world civilizations. It will last approximately two and a half weeks. Starting on March 29 and ending on April 7.	
Rationale:	
<p>This last didactic unit begins with the students being surprised to see that the school hallway has turned into an ocean and the classrooms have become pirate ships. This will help to get us into the new theme and want to learn about pirates, as it is a topic that students love.</p> <p>In terms of content, in this didactic unit we will learn about how pirates lived, what it was like to live on a ship, etc. We will transfer this to learning to swim by becoming real pirates, we will learn pirate music and we will build our own treasure map.</p> <p>On the other hand, we will learn about the different jobs and how to express what we want to be when we grow up, since being a pirate was both a way of life and a job.</p> <p>Finally, we will delve into the /r/ sound. This sound was a very popular among pirates, this will help us to introduce the sound and learn to distinguish it in many words.</p>	
Previous knowledge:	
<ul style="list-style-type: none"> - Name some jobs in their mother tongue (ex. Fontanero, astronauta, bomber, etc.) - Tell their parents jobs and what is that job about in Spanish - Identify different pirates' vocabulary in Spanish - Identify /r/ sounds in some words (ex. Rat, rainbow, rainy, robot, rock, etc.) 	

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand the difference types of love - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers' - Share class materials with their peers

	<p>Discovery and representation of the environment:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand how life the pirates <p>Communication and representation of reality:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Recognize and name some pirates vocabulary (Ship, captain, treasure, treasure map, parrot, cannon, eye patch, pirate flag, desert island, sea, hook, etc.) - Differentiate /r/ sound in different words - Name different jobs (doctor, teacher, dentist, vet, farmer, singer, baker, hairdresser, builder, etc.) - Explain what some jobs about - Explain what they want to be when they grow up
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Pirates' contents:</p> <ul style="list-style-type: none"> - Pirates' vocabulary (Ship, pirate hat, compass, treasure chest, skull, captain, treasure, treasure map, parrot, cannon, eye patch, pirate flag, desert island, sea, hook, telescope, etc.) (CCL), (CP), (CCEC) - Creation of treasure map (CCL), (CP), (CE) <p>Jobs</p> <ul style="list-style-type: none"> - Jobs vocabulary (Police officer, doctor, teacher, dentist, vet, farmer, singer, baker, hairdresser, builder, fire fighter, nurse, etc.) (CCL), (CP), (CC) - Jobs explanation (my mother is..., I want to be...) (CCL), (CP)

	<p>Sound</p> <ul style="list-style-type: none"> - Jolly phonics /r/ (CD), (CCL), (CP) - Words with /r/ sound (Rock, robot, ring, river, rocket, rose, rain, rabbit, read, rat, etc.) (CCL), (CP)
--	--

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Autoimagen positiva y ajustada ante los demás.</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i> <i>Otros grupos sociales de pertenencia: características, funciones y servicios.</i></p> <p>Descubrimiento y exploración del entorno: <i>Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.</i> <i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i> <i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i></p> <p>Comunicación y representación de la realidad:</p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p>Crecimiento en Armonía: <i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p>Descubrimiento y exploración del entorno: <i>2.3 Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p> <p>Comunicación y representación de la realidad:</p>

<p><i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p> <p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno. Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera.</i></p> <p><i>Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>3.1 Hacer un uso funcional del lenguaje oral, aumentando su repertorio lingüístico y construyendo progresivamente un discurso más eficaz, organizado y coherente en contextos formales e informales. de prejuicios y estereotipos sexistas.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name different pirates' vocabulary.</p> <p>Correctly recognize how pirates lived.</p> <p>Properly express their jobs desires (I want to be a...)</p> <p>Correctly recognize /r/ sound in different words.</p> <p>Correctly say words that has /r/ sound.</p> <p>Flawlessly describe its parents' jobs</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p>
--	--

7.2.3. Project 3: Art in the world

This is the last project to be carried out during the school year. This is dedicated to art, since through art we can learn new ways of expressing ourselves and how they expressed themselves in other times. That is why it will help us to know the world and learn to discover it in a unique way.

The level 2 artists will learn to express themselves in diverse ways, not only talking, but also through different artistic techniques, which help us to know the world in general, but also their own inner world, which is why they will express emotions, feelings, experiences and many more things through art.

To develop this project, we will immerse ourselves in various artistic techniques and learn about important artists of the world, in the same way we will learn to expose our art and create our own museum, which will be filled with all our works. To be able to exhibit the works and tell their techniques, we will learn to express ourselves in English, to become true artists.

7.2.3.1. Unit 11: A night in the museum

Timing:
This didactic unit is the first to be developed as part of the last project of the course, art in the world. It will last approximately two weeks and will begin with the arrival of the students after the Easter holidays, on April 19 th , and will end at the beginning of May, on May 3 rd .
Rationale:
This project aims to help students understand that there are different ways of seeing and expressing the world. We seek to recognize the work of many artists, and at the same time encourage our students to express themselves artistically. This first didactic unit is about the museum, where the pupils will be able to discover all the things that can be exhibited in the museum, and with this we will start our own museum in the corridors of the school to show all our works of art, and we will visit a famous museum to see their works and do activities proposed by the museum. On the other hand, just before the Easter holidays, we welcomed spring, that is why during this didactic unit we will talk about it, the changes that take place and we will also make works of art about spring.

We will also work on prepositions, so that when we show our works we can describe them better, and they will also help us to talk about where the works are in the museum.

Previous knowledge:

- Name some vocabulary related with the museum in Spanish (ex. Cuadro, obra de arte, pintura, museo, etc.)
- Use prepositions in Spanish
- Recognize some spring vocabulary (ex. Flower, sun, etc.)
- Talks about how to behave in the museum in their mother tongue
- Identify /p/ sounds in some words (ex. Pink, pig, party, etc.)

English and CLIL contents:

Learning outcomes

Growth in harmony:

Students will be able to:

- Understand the difference types of love
- Have attitudes of respect towards their peers'
- Raise their hands when they want to talk
- Show empathy for the feelings of their peers'
- Share class materials with their peers

Communication and representation of reality:

Students will be able to:

- Recognize and name spring vocabulary (Spring, rain, rainbow, flowers, sun, seeds, bunny, umbrella, butterfly, bee, birds, etc.)
- Differentiate /p/ sound in different words
- Name different museum vocabulary (art, gallery, sculpture, sculptor, painting, portrait, pottery, painter, etc.)
- Use prepositions to describe something
- Explain what he/she sees in a paint.
- Explain what a museum is.

<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Spring:</p> <ul style="list-style-type: none"> - Spring changes (“flowers bloom, the days are longer, etc. (CCL), (CP) <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers’, share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Discovery and representation of the environment:</p> <p>Museum contents:</p> <ul style="list-style-type: none"> - Museum visit (CCEC) (CCPSAA) <p>Communication and representation of reality:</p> <p>Museum contents:</p> <ul style="list-style-type: none"> - Museum vocabulary (art, gallery, sculpture, sculptor, painting, portrait, pottery, painter, exhibition, guide, etc.) (CCL), (CP), (CCEC) - Creation of sculpture (CCL), (CP), (CE) <p>Spring:</p> <ul style="list-style-type: none"> - Spring vocabulary (Spring, rain, rainbow, tree, leaf, flowers, sun, seeds, bunny, umbrella, butterfly, ladybug, bee, birds, etc.) (CCL), (CP), (CC) <p>Prepositions:</p> <ul style="list-style-type: none"> - Place prepositions (“in”, “on”, “under”, “in front of”, “behind”, “next to”, “between”, etc.) (CCL), (CP) (CMCCTI) - Prepositions song CCL), (CP) (CD) <p>Sound</p> <ul style="list-style-type: none"> - Jolly phonics /p/ (CD), (CCL), (CP) - Words with /p/ sound (Paint, party, pyramid, pain, paper, park, etc.) (CCL), (CP)
---	---

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Autoimagen positiva y ajustada ante los demás.</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno: <i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i></p> <p>Comunicación y representación de la realidad: <i>Repertorio lingüístico individual.</i> <i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i> <i>La realidad lingüística del entorno.</i> <i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i> <i>Aproximación a la lengua extranjera.</i> <i>Elementos para una comunicación funcional básica.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p>Crecimiento en Armonía: <i>4.1 Participar con iniciativa en juegos y actividades colectivas relacionándose con otras personas con actitudes de afecto y de empatía, respetando los distintos ritmos individuales y evitando todo tipo de discriminación.</i></p> <p>Descubrimiento y exploración del entorno: <i>2.3 Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p> <p>Comunicación y representación de la realidad: <i>3.4 Elaborar creaciones plásticas, explorando y utilizando diferentes materiales y técnicas y participando activamente en el trabajo en grupo cuando se precise.</i> <i>3.5 Interpretar propuestas dramáticas y musicales, utilizando y explorando diferentes instrumentos, recursos o técnicas.</i> <i>3.6 Ajustar armónicamente su movimiento al de los demás y al espacio como forma de expresión corporal libre, manifestando interés e iniciativa.</i></p>

<p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Materiales específicos e inespecíficos, elementos, técnicas y procedimientos plásticos.</i></p> <p><i>Intención expresiva de producciones plásticas y pictóricas.</i></p> <p><i>Manifestaciones plásticas variadas.</i></p> <p><i>Otras manifestaciones artísticas.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>3.7 Expresarse de manera creativa, utilizando diversas herramientas o aplicaciones digitales intuitivas y visuales.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name different museum vocabulary.</p> <p>Understand how to behave in a museum.</p> <p>Correctly recognize /r/ sound in different words.</p> <p>Correctly say words that has /r/ sound.</p> <p>Properly use prepositions for describe a work art.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p>
--	---

7.2.3.2. Unit 12: Who's Kandinsky

Timing:	
This didactic unit is the first to be developed in which we focus on a specific artist. It will last approximately two weeks, starting on May 4th and finishing around May 18th.	
Rationale:	
As mentioned above, this didactic unit is dedicated to the work of a famous artist, Wassily Kandinsky. He is a Russian painter whose work stands out for being very colorful. In Kandinsky's work we can see great explosions of colors and silhouettes, and these continuously transform themselves in front of the viewer. That is why this didactic unit is oriented to color, where the pupils will be able to explore and discover all that can be done artistically, using many shapes and colors, as well as discovering what colors come out with the mixture of others. The pupils will create completely free works where they can experiment with all the colors and silhouettes, so that they can work on Kandinsky's own style. These works of art will be exhibited in our personal museum, which we created in the previous didactic unit. On the other hand, we will work on different expressions that we can use with "make" and "Do", so that little by little they will be able to present their work to the rest of their classmates and families.	
Previous knowledge:	
<ul style="list-style-type: none"> - Name some colors in English (ex. Pink or blue) - Make sentences with make in their mother tongue - Express the result of mixing colors in Spanish - Describes their work art in their mother tongue - Identify /b/ sounds in some words (ex. Bee, bye, bike, etc.) 	

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Understand the difference types of love - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers' - Share class materials with their peers

	<p>Communication and representation of reality:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Name different colors and their mixes (black, blue, gray, green, orange, pink, purple, red, white, yellow, dark blue, light blue, beige, etc.) - Make sentences with make and do to describe its work - Explain its own paint. - Explain what color he/she got mixing two colors - Differentiate /b/ sound in different words - Mix colors to find their skin tone and explain how they have achieved it
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Colors contents:</p> <ul style="list-style-type: none"> - Colors vocabulary (black, blue, brown, gray, green, orange, pink, purple, red, white, yellow, dark blue, light blue, lilac, cyan, beige, etc.) (CCL), (CP), (CCEC) - Creation of work art (CCL), (CP), (CE) - Skin tone corner (CE) (CCPSAA) (CCL) (CP) <p>Expressions</p> <ul style="list-style-type: none"> - Expressions with do or make ("I made...", "I did...", "I am doing..." etc.) (CCL), (CP) (CMCCTI) <p>Sound</p> <ul style="list-style-type: none"> - Jolly phonics /b/ (CD), (CCL), (CP) - Words with /b/ sound (Bear, banana, butterfly, boots, bus, bee, bike, bow, ox, book, etc.) (CCL), (CP)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Autoimagen positiva y ajustada ante los demás.</i> <i>Identificación y respeto de las diferencias.</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno: <i>Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.</i> <i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i></p> <p>Comunicación y representación de la realidad: <i>Repertorio lingüístico individual.</i> <i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p>Crecimiento en Armonía: 1.2 <i>Manifestar sentimientos de seguridad personal en la participación en juegos y en las diversas situaciones de la vida cotidiana, confiando en las propias posibilidades y mostrando iniciativa.</i></p> <p>Descubrimiento y exploración del entorno: 2.3 <i>Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p> <p>Comunicación y representación de la realidad: 3.4 <i>Elaborar creaciones plásticas, explorando y utilizando diferentes materiales y técnicas y participando activamente en el trabajo en grupo cuando se precise.</i> 3.5 <i>Interpretar propuestas dramáticas y musicales, utilizando y explorando diferentes instrumentos, recursos o técnicas.</i></p>

<p><i>La realidad lingüística del entorno. Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Materiales específicos e inespecíficos, elementos, técnicas y procedimientos plásticos.</i></p> <p><i>Intención expresiva de producciones plásticas y pictóricas.</i></p> <p><i>Manifestaciones plásticas variadas. Otras manifestaciones artísticas.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>3.6 Ajustar armónicamente su movimiento al de los demás y al espacio como forma de expresión corporal libre, manifestando interés e iniciativa.</i></p> <p><i>3.7 Expresarse de manera creativa, utilizando diversas herramientas o aplicaciones digitales intuitivas y visuales.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name different colors.</p> <p>Correctly understand the color wheel.</p> <p>Understand Kandinsky's art and uses it as a method of expression.</p> <p>Correctly recognize /b/ sound in different words.</p> <p>Correctly say words that has /b/ sound.</p> <p>Properly use sentences with "make" or "do" for describe a work art.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p>
--	--

7.2.3.3. Unit 13: Picasso Style

Timing:	
This didactic unit will focus on a Spanish but world-known artist. It will last approximately two weeks, starting on May 19th and ending around June 2nd.	
Rationale:	
As mentioned above, this didactic unit is dedicated to the work of a famous Spanish artist, Pablo Picasso. This is an artist whose work stands out for its cubist style, a term that was coined because they were very cubic creations. Picasso's work was very different from that of Kandinsky.	
This didactic unit is oriented to animals and size, to be able to describe our works using comparative adjectives, we will make a representation of Guernica, as well as learn about different sculptures that Picasso made, and we will create our own. These works will be exhibited in our personal museum, making it more and more numerous and we will be able to exhibit all our creations from the beginning of the school year.	
Previous knowledge:	
<ul style="list-style-type: none"> - Name some animals in English (ex. Dog or cat) - Make sentences with comparatives in their mother tongue (ex. “mi hermano es más grande que yo”) - Express their thoughts about Picasso’s works in Spanish - Describes their work art in their using some words in English - Identify /f/ sounds in some words (ex. Fall, fruit, four, etc.) 	

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony: Students will be able to:</p> <ul style="list-style-type: none"> - Understand the difference types of love - Have attitudes of respect towards their peers’ - Raise their hands when they want to talk - Show empathy for the feelings of their peers’ - Share class materials with their peers <p>Discovery and representation of the environment: Students will be able to:</p>

	<ul style="list-style-type: none"> - Differentiate between different animals and respect wildlife. <p>Communication and representation of reality:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Name different animals (Cat, dog, ant, sheep, tiger, kangaroo, duck, snail, parrot, dolphin, camel, hippo, monkey, bear, cow, etc.) - Make sentences using comparative adjectives - Explain its own paint. - Differentiate /f/ sound in different words
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Animals' contents:</p> <ul style="list-style-type: none"> - Animals' vocabulary (Camel, dog, cat, bear, dolphin, crab, turtle, snake, fish, hippo, donkey, mouse, tiger, crocodile, elephant, giraffe, bat, koala, lion, cow, etc.) (CCL), (CP), (CCEC) <p>Picasso</p> <ul style="list-style-type: none"> - Creation of sculpture (CCL), (CP), (CE) - Guernica recreation (CE) (CCPSAA) <p>Adjectives</p> <ul style="list-style-type: none"> - Comparative adjectives (tall-taller, big-bigger, long-longer, happy-happier, hot-hotter, etc.) (CCL), (CP) (CMCCTI) <p>Sound</p> <ul style="list-style-type: none"> - Jolly phonics /f/ (CD), (CCL), (CP) - Words with /f/ sound (fish, food, feet, far, fruit, four, fire, etc.) (CCL), (CP)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Identificación y respeto de las diferencias.</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno: <i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i> <i>Respeto y protección del medio natural.</i> <i>Empatía, cuidado y protección de los animales. Respeto de sus derechos.</i></p> <p>Comunicación y representación de la realidad: <i>Repertorio lingüístico individual.</i> <i>Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.</i> <i>La realidad lingüística del entorno.</i> <i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p>Crecimiento en Armonía: 1.2 <i>Manifiestar sentimientos de seguridad personal en la participación en juegos y en las diversas situaciones de la vida cotidiana, confiando en las propias posibilidades y mostrando iniciativa.</i></p> <p>Descubrimiento y exploración del entorno: 2.3 <i>Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i> 3.1 <i>Mostrar una actitud de respeto, cuidado y protección hacia el medio natural y los animales, identificando el impacto positivo o negativo que algunas acciones humanas ejercen sobre ellos.</i></p> <p>Comunicación y representación de la realidad: 3.4 <i>Elaborar creaciones plásticas, explorando y utilizando diferentes materiales y técnicas y participando activamente en el trabajo en grupo cuando se precise.</i></p>

<p><i>Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.</i></p> <p><i>El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.</i></p> <p><i>Intención comunicativa de los mensajes.</i></p> <p><i>Verbalización de la secuencia de acciones en una acción planificada.</i></p> <p><i>Intención expresiva en las producciones musicales.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Materiales específicos e inespecíficos, elementos, técnicas y procedimientos plásticos.</i></p> <p><i>Intención expresiva de producciones plásticas y pictóricas.</i></p> <p><i>Manifestaciones plásticas variadas.</i></p> <p><i>Otras manifestaciones artísticas.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>3.5 Interpretar propuestas dramáticas y musicales, utilizando y explorando diferentes instrumentos, recursos o técnicas.</i></p> <p><i>3.7 Expresarse de manera creativa, utilizando diversas herramientas o aplicaciones digitales intuitivas y visuales.</i></p> <p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name different animals.</p> <p>Understand Picasso's art and uses it as a method of expression.</p> <p>Correctly recognize /f/ sound in different words.</p> <p>Correctly say words that has /f/ sound.</p> <p>Properly use comparative adjectives in sentences.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p>
--	---

7.2.3.4. Unit 14: Pop art and more

Timing:	
This didactic unit will be the last one in which contents will be developed. It will last approximately two weeks, starting on June 3 rd and ending around June 16 th .	
Rationale:	
<p>This didactic unit will be aimed at learning about an artistic style, Pop-art, an artistic movement that emerged in the 20th century, in countries such as the United Kingdom and the United States. In this movement artists incorporated common elements to their works, to express that art can be expressed on anything.</p> <p>That is why this didactic unit is oriented to the learning of the elements of the face, since in many of these works it was very common the use of the face, especially of many famous people of the time. That is why the students will use this technique to represent themselves, filling them with color, thus learning while we express ourselves artistically. The students will create totally free works where they will be able to experiment with all the colors, faces, and any other object they can think of, and these works will be exhibited in our personal museum.</p> <p>On the other hand, the arrival of summer, what it implies, such as saying goodbye to the school year, the arrival of the heat, the activities we can do in summer, and the dominant colors of summer, and we will use common representations (for example, the sun, the beach, etc.) to create artistic representations in pop-art.</p>	
Previous knowledge:	
Name some face elements in English (ex. head)	
Name some summer vocabulary in English (ex. Sun, hot)	
Describes their work art in English	
Identify /d/ sounds in some words (ex. Dolphin, dad, duck, etc.)	

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony:</p> <p>Students will be able to:</p> <p>Understand the difference types of love</p> <ul style="list-style-type: none"> - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers'

	<ul style="list-style-type: none"> - Share class materials with their peers <p>Communication and representation of reality:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Name all face parts (eyes, nose, ears, eyelashes, eyebrows, mouth, tongue, etc.) - Explain its own paint. - Explain what color he/she is using - Name some Sumer vocabulary (sun, beach, ball, shell, ice cream, sandcastle, pool, vacation, etc.) - Differentiate /d/ sound in different words
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) <p>Communication and representation of reality:</p> <p>Face contents:</p> <ul style="list-style-type: none"> - Face vocabulary (eyes, nose, ears, eyelashes, eyebrows, mouth, tongue, lips, teeth etc.) (CCL), (CP), (CCEC) <p>Pop art:</p> <ul style="list-style-type: none"> - Creation of work art (CCL), (CP), (CE) <p>Summer:</p> <ul style="list-style-type: none"> - Summer vocabulary (sun, beach, ball, shell, ice cream, sandcastle, pool, vacation, flip flops, hot, water, sunglasses, swimsuit, campfire, watermelon, shorts, barbecue, hat, sandals, etc. <p>Sound:</p> <ul style="list-style-type: none"> - Jolly phonics /d/ (CD), (CCL), (CP) - Words with /d/ sound (Dolphin, dog, duck, dinosaur, doll, drums, door, diamond, dress, etc.) (CCL), (CP)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p>Crecimiento en armonía: <i>Imagen global y segmentaria del cuerpo: características individuales y percepción de los cambios físicos.</i> <i>Autoimagen positiva y ajustada ante los demás.</i> <i>Identificación y respeto de las diferencias.</i> <i>Estrategias de ayuda y cooperación en contextos de juego y rutinas.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i></p> <p>Descubrimiento y exploración del entorno: <i>El tiempo y su organización: día-noche, estaciones, ciclos, calendario</i> <i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i> <i>Respeto y protección del medio natural.</i></p> <p>Comunicación y representación de la realidad: <i>Repertorio lingüístico individual.</i> <i>La realidad lingüística del entorno.</i> <i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p>Crecimiento en Armonía: 1.2 <i>Manifestar sentimientos de seguridad personal en la participación en juegos y en las diversas situaciones de la vida cotidiana, confiando en las propias posibilidades y mostrando iniciativa.</i></p> <p>Descubrimiento y exploración del entorno: 2.3 <i>Plantear hipótesis acerca del comportamiento de ciertos elementos o materiales, verificándolas a través de la manipulación y la actuación sobre ellos.</i></p> <p>Comunicación y representación de la realidad: 3.4 <i>Elaborar creaciones plásticas, explorando y utilizando diferentes materiales y técnicas y participando activamente en el trabajo en grupo cuando se precise.</i> 3.7 <i>Expresarse de manera creativa, utilizando diversas herramientas o aplicaciones digitales intuitivas y visuales.</i></p>

<p><i>Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.</i></p> <p><i>Intención comunicativa de los mensajes.</i></p> <p><i>Verbalización de la secuencia de acciones en una acción planificada.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Materiales específicos e inespecíficos, elementos, técnicas y procedimientos plásticos.</i></p> <p><i>Intención expresiva de producciones plásticas y pictóricas.</i></p> <p><i>Manifestaciones plásticas variadas. Otras manifestaciones artísticas.</i></p> <p><i>Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.</i></p> <p><i>Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.</i></p>	<p><i>5.1 Relacionarse de forma respetuosa en la pluralidad lingüística y cultural de su entorno, manifestando interés por otras lenguas, etnias y culturas.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly recognize and name different face elements.</p> <p>Correctly understand summer activities and describe them.</p> <p>Correctly use summer vocabulary.</p> <p>Understand pop-art and uses it as a method of expression.</p> <p>Correctly recognize /d/ sound in different words.</p> <p>Correctly say words that has /d/ sound.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p>
--	--

7.2.3.5. Unit 15: ¡Goodbye little artists!

Timing:	
<p>This will be the last didactic unit of the school year. It will last 4 days, starting on June 20th and ending on June 24th.</p> <p>This didactic unit is designed to close the school year and prepare the students for the arrival of the vacations.</p>	
Rationale:	
<p>As mentioned above, this didactic unit is dedicated to the closing of the school year. That is why this didactic unit is oriented to the review of the most important contents of the course, to give the students a last chance to use and learn them before the school year comes to an end. as well as we will close the artists' project, talking about everything we have learned, what we have liked the most and those techniques we have liked to use in class.</p> <p>We will have a day for families where they can enter our personal museum, see the progression of their children throughout the course, and will be the students themselves who will explain their works, and everything we have done and learned.</p>	
Previous knowledge:	
<p>Name colors in English (ex. Pink, blue, purple, orange, etc.)</p> <p>Make sentences with make and do in English</p> <p>Express the result of mixing colors in English</p> <p>Describes their work art in foreign language</p>	

English and CLIL contents:	
Learning outcomes	<p>Growth in harmony:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Understand the difference types of love - Have attitudes of respect towards their peers' - Raise their hands when they want to talk - Show empathy for the feelings of their peers' - Share class materials with their peers. <p>Communication and representation of reality:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> - Explain its own paint.

	<ul style="list-style-type: none"> - Explain what color he/she got mixing two colors - Explain the technique used in their works art
<p>Contents and key competences (in brackets)</p>	<p>Growth in harmony:</p> <p>Others:</p> <ul style="list-style-type: none"> - Class rules (raise a hand to speak, listen to the peers', share materials, etc.) (CPSAA) (CC) - Collaborative work (CPSAA) (CC) - Participation in traditional and social activities - Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA) - Communication and representation of reality: <p>Expressions</p> <ul style="list-style-type: none"> - Expressions with do or make ("I made...", "I did...", "I am doing..." etc.) (CCL), (CP) (CMCCTI) - Future sentences (I will) - Preference expression (I like)

Evaluation	
<u>Competencias básicas</u>	<u>Evaluation criteria</u>
<p><i>Crecimiento en armonía:</i> <i>Autoimagen positiva y ajustada ante los demás.</i> <i>Identificación y respeto de las diferencias.</i> <i>Resolución de conflictos surgidos en interacciones con los otros.</i> <i>La diversidad familiar.</i> <i>La familia y la incorporación a la escuela.</i> <i>La amistad como elemento protector, de prevención de la violencia y de desarrollo de la cultura de la paz.</i></p> <p><i>Descubrimiento y exploración del entorno:</i></p>	<p><u>Evaluation criteria from Real Decreto 95/2022:</u></p> <p><i>Crecimiento en Armonía:</i> 3.2 <i>Respetar la secuencia temporal asociada a los acontecimientos y actividades cotidianas, adaptándose a las rutinas establecidas para el grupo y desarrollando comportamientos respetuosos hacia las demás personas.</i></p> <p><i>Descubrimiento y exploración del entorno:</i> 1.5 <i>Organizar su actividad, ordenando las secuencias y utilizando las nociones temporales básicas.</i></p>

<p><i>Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.</i></p> <p><i>Procesos y resultados. Hallazgos, verificación y conclusiones</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>Repertorio lingüístico individual.</i></p> <p><i>La realidad lingüística del entorno.</i></p> <p><i>Fórmulas o expresiones que responden a sus necesidades o intereses.</i></p> <p><i>Aproximación a la lengua extranjera.</i></p> <p><i>Elementos para una comunicación funcional básica.</i></p> <p><i>Intención comunicativa de los mensajes.</i></p> <p><i>Verbalización de la secuencia de acciones en una acción planificada.</i></p> <p><i>La escucha musical como disfrute.</i></p> <p><i>Materiales específicos e inespecíficos, elementos, técnicas y procedimientos plásticos.</i></p> <p><i>Intención expresiva de producciones plásticas y pictóricas.</i></p> <p><i>Manifestaciones plásticas variadas. Otras manifestaciones artísticas.</i></p>	<p><i>2.1 Gestionar situaciones, dificultades, retos o problemas mediante la planificación de secuencias de actividades, la manifestación de interés e iniciativa y la cooperación con sus iguales.</i></p> <p>Comunicación y representación de la realidad:</p> <p><i>1.2 Ajustar su repertorio comunicativo a las propuestas, a los interlocutores y al contexto, indagando en las posibilidades expresivas de los diferentes lenguajes.</i></p> <p><i>3.7 Expresarse de manera creativa, utilizando diversas herramientas o aplicaciones digitales intuitivas y visuales.</i></p> <p><i>5.2 Participar en interacciones comunicativas en lengua extranjera relacionadas con rutinas y situaciones cotidianas.</i></p> <p><u>Specific Evaluation criteria:</u></p> <p>Correctly describe its work.</p> <p>Correctly use make and do in sentences.</p> <p>Understand different art styles and show their favorite one.</p> <p>Properly use sentences in future for describe summer activities.</p> <p>Properly follow some class rules.</p> <p>Show respect to the rest of the students.</p>
---	--

8. Methodology

8.1. Methodological Theory

This section is dedicated to explaining and analyzing the different methodological principles that have inspired the design of this curriculum. The main goal is that students finish the stage with a good competence in linguistic communication, and in the knowledge of a second language. This produces many benefits for students, as their neural connections will continue to increase, allowing them to learn at a faster pace. On the other hand, many studies show that learning a second language helps to improve academic performance, especially in those areas where problem solving is involved (Baker, 2001).

Overall, learning a second language benefits students, as it provides a more intercultural approach to reasoning, as they learn about diverse cultures through language, while preparing students to live in society. "With this expansion, children will have the freedom to explore the richness of values and perceptions of the world, as they are not confined to a narrow view of life or a limited set of options" (Carpenter and Torney, 1973).

In pre-primary education we work with routines, as these help the students as they provide them with a lot of security. This thinking comes from authors such as Ausubel with his theory of meaningful learning, "the most crucial factor that influences learning is only what the student already knows" (Ausubel, 1983), which means that the cognitive structure is the set of ideas and concepts that a person has already acquired. The initial methodological approach of this annual syllabus is the project-based method (Fried-booth, 1986), which allows us greater flexibility in organizing the course, each project will begin with a brainstorming session in the classroom to find out what our students know about the topic we are considering, as well as what they want to discover during the learning process. Once we have done this circle-time with our brainstorming, we write a letter to the parents asking for help to describe new things and tell them what we are going to do. and once we have completed all the activities we do a final circle-time in which we discuss everything we have learnt and produce a product of that learning, whether it is a mural or a video, etc.

Another methodology that teaches this type of learning is Howard Gardner's theory of multiple intelligences (Gardner, 1983), since the aim is to achieve learning from different perspectives and intelligences, so that students feel motivated to learn, but also to respond to all the needs of our students, since each child is unique and therefore in the classroom we find a wide variety of abilities, which have to be considered in all learning processes.

On the other hand, we must also discuss the acquisition of a second language, such as English, which we believe is essential to learn from an early age, so we look for a learning that is very motivating for students, so we follow learning methods such as total physical response (TPR), introduced by authors like James Asher (1969), which is based on the fact that the human brain is biologically programmed to learn, but this learning is based on movement, through games or songs.

In order to achieve a more meaningful and globalized learning, we will follow the methodology where the second language is integrated to certain curricular areas, this is understood as CLIL, since this is an abbreviation of "Content and Language integrated learning". This methodology tells us that there is a dual learning process since students learn both language and content from another area of knowledge or we could also call it a subject. That is, the objective is not to learn a second language, but that second language to learn about another curricular area, although in the end the student ends up learning both. "Learner's link added information or ideas in another language to previous content or language knowledge in their first language." (Dale and Tanner, 2012). That is why we will work on areas of the curriculum such as Psychomotricity with CLIL content, in order to promote learning in a more meaningful way for our students.

On the other hand, the methodology by corners will be used to favor relationships among classmates and teamwork, as well as the autonomy of all students in the classroom. In this methodology, students work in small groups, focused on a task, but this is also performed through play. There are many authors who support this methodology, an example for example is Rodriguez (2010) who says that organizing students in this way helps them to work collaboratively and share their knowledge with each other.

8.2. Resources

8.2.1. Material Resources:

As for the material resources to be used throughout the school year, they should be divided into two main groups, those resources that are expendable and those that are not.

Both groups of resources are especially important, and the use of those that can be used by students, either directly or indirectly, should always be looked for.

All the materials we use throughout the year will be adapted to the students and their needs. In the same way, the materials we use, such as games, will always be available for the students to use whenever they want. In this way the students will be able to always develop their autonomy. Materials uses:

- Diverse types of glue (glue sticks, white glue, etc.)
- Pencils and crayons, markers, erasers, pencil sharpeners, watercolors, paintbrushes, tempera, stamps, play-doh, scissors, awls, etc.
- Different types of paper (cardboard, colored paper, glue sticks, etc.)
- Magnetic letters, Cuisenaire rods, rubber bands, wool, etc.
- Smartboards, computer, blackboard, chairs, tables, etc.
- Books, stories, table games, construction blocks, puppets, circle time routines, flashcards, etc.
- Audiovisual material used in class as videos, movies, songs, etc.
- Psychomotricity materials, balls, hula hoop, blocks, benches, trellises, etc.

8.2.2. Human Resources:

Apart from the material resources, we must consider other equally important resources, namely human resources, as the school has a wide variety of staff, who will be always coordinated to achieve all the proposed objectives. All the human resources required, and the role they play, are set out below.

- **Tutor/principal teacher:** This will be the person in charge of carrying out most of the syllabus in the classroom, as well as coordinating with the rest of the team so that the planning is carried out correctly.

- **English teacher:** This is a specialist language teacher who will oversee planning the bilingual part, as the center teaches half of the timetable in Spanish and the other half in English, therefore, coordination with the classroom tutor is especially important. This teacher is specialized in CLIL content, providing accreditation that proves that she can perform in this area. As required by *Orden 1434/2018, de 19 de abril, de la Consejería de Educación e Investigación.*
- **Language assistant:** This is a native teacher from an English-speaking country, he/she will be always supporting the main English teacher, as well as developing part of the class and carrying out activities proposed in the syllabus. The aim is to encourage the use of English in the classroom, both for students and teachers, and to help create a more diverse classroom culture. Language assistant helps to "developing intercultural competence permits us to mediate between our culture and another in order to reach greater understanding." (Buckingham Reynolds, 2019)
- **Specialist in therapeutic pedagogy (TP):** Its function will be to provide educational support within the classroom to those children who require it. Likewise, he/she will help the different teachers who are with the students to redesign the activities and materials to adapt them to the needs of each student.
- **Swimming teacher:** The school has a swimming pool, so students will learn to swim from the moment they enter the school. This class is developed by teachers who are experts in the subject, so the swimming teacher will have to develop their classes in a creative way to adapt to the students. The tutors and other teachers will only be present to give support out of the water.
- **Children:** They are the most important in the teaching-learning process, and it is for them that syllabus is developed.
- **Families:** Families are particularly important, as they help us to further develop learning at home. That is why it is so important that there is a good relationship between the school and the families. On the other hand, families will be included in different activities both inside and outside the school.
- **Technical staff:** They will help the correct functioning of all the elements used, as they are experts in computers, so they will help to ensure that both computers and digital whiteboards work correctly and can be used.

8.2.3. Environmental Resources:

In terms of environmental resources in the classroom, we can include the methodology in which students work in corners, in each corner students will work, experiment, or creatively develop an activity.

That is why each week a series of activities will be proposed to be carried out in each corner, and the students will freely choose each day which corners they will go through. The corners that we find inside the classroom are the following:

- **Work corner:** Here the pupils will work on graphomotor skills, mathematical awareness, and they will be introduced to writing.
- **Library corner:** This is a corner that aims to help students relax and enjoy reading, for which they will have books appropriate to their age and level of development within reach. In addition, there will be activities that can be done in any library.
- **Art corner:** In this corner the students will be able to express themselves artistically, as well as there will be more guided activities, there will also be space for their imagination to run wild, and they will be able to use the artistic technique they want without limitations. All the works produced will be displayed on a mural.
- **Science corner:** In this corner, students will be allowed to experiment, using materials from the environment, with the aim of getting to know the world and how it works a little better.
- **Symbolic game corner:** This is a free play corner for the students, where they will be able to play without any rule and create their own stories.
- **Circle time area:** This is where many activities are carried out, especially those that start the day, the activities that will be done in the corners, the activities that will be done with the whole group, and the use of the smart board.

8.2.4. Time Resources:

In terms of time, the timetable starts at nine in the morning and ends at 5, although due to the current health situation the start and end of the day will be staggered, where every 10 minutes it will be the turn of a class, therefore the school timetable should be shortened, starting at 09:10 in the morning and ending at 16:30 in the afternoon.

It is important to remember that as this is a bilingual school, so half of the school day will be in Spanish and the other half in English, which means that all areas of learning must be divided between the two languages. Apart from the weekly hour of swimming, which is always in Spanish.

Therefore, within the school timetable we will find two hours a week of Psychomotricity, three hours dedicated to learning music, in addition to the use of musical resources in any other area of learning, and one hour of swimming.

Table 2. Class timetable

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 10:00	Spanish (Circle time)	English (Circle time)	Spanish (Circle time)	Psychomotricity	Spanish (Circle time)
10:00 - 10:30	R	E	C	E	SS
10:30 - 11:15	Spanish	English	Music	Swimming pool	English
11:15 - 12:00	English	Spanish	English	Spanish (Circle time)	Psychomotricity
12:00 - 15:00	L	U	N	C	H
15:00 - 16:00	English	Spanish	English	Spanish	English (Circle time)
16:00 - 17:00	English	Psychomotricity	Computer lab	Library	English

The rest of the learning areas such as art, science, reading, writing, etc. will be worked on in corners throughout the day.

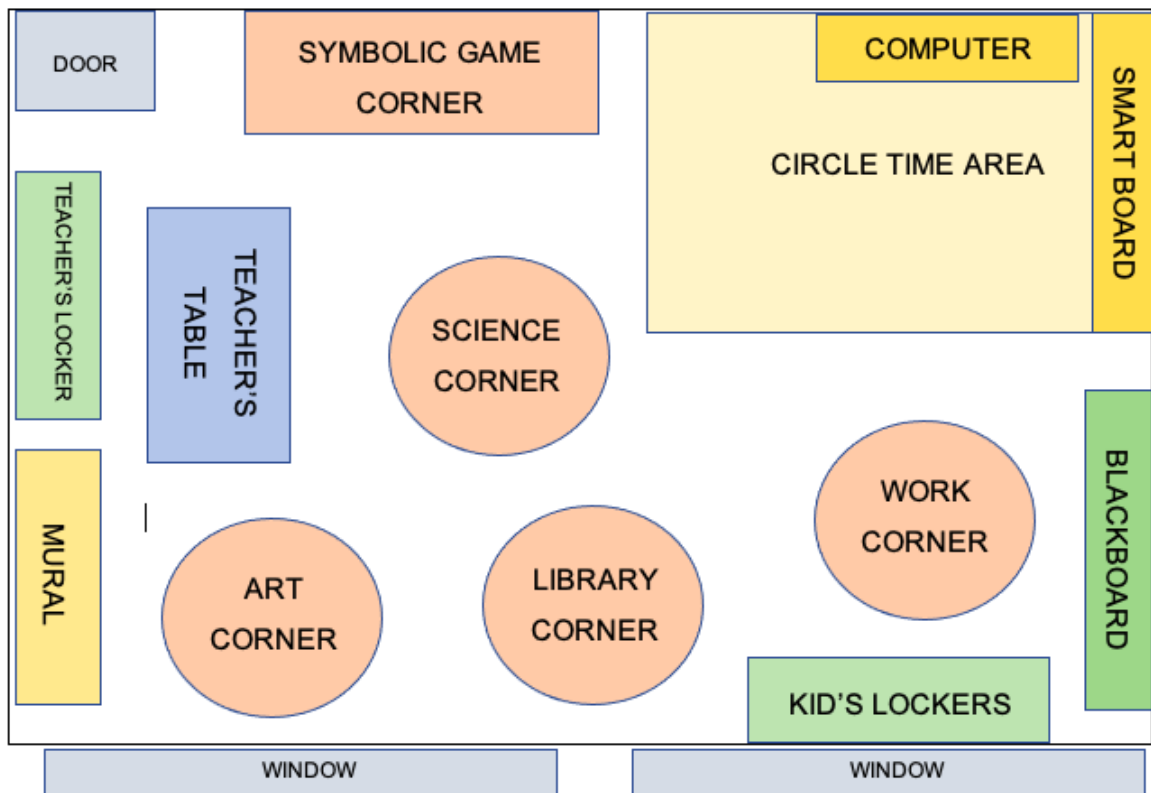
8.2.5. Spaces

The spaces used in the school are very varied, thus allowing for mobility of the students, and different spaces will help us to be able to set some areas in specific places to also help the students to concentrate on that area, likewise, there are areas of learning that needs a specific space. All these spaces used are described below:

- **Classroom:** This is the space that will be used the most with the students, as it is where most of the daily routines take place, as well as where different corners dedicated to learning areas will be displayed, therefore, most of the learning will take place in the reference classroom for the students.
- **Computers room:** This is a specific space which is used by all Pre-primary classes. The classroom has a computer for each pupil, where they learn how to use the computer responsibly
- **Psychomotricity class:** the class dedicated to Psychomotricity is a large class, which makes it possible to develop many exercises where specific materials must be used, these materials will also be collected in this class, in this way it will be easier to use the specific materials used in this area of learning.
- **Swimming pool:** This is in another building, the school has a large pool and a smaller one, the students will start learning to swim in the smaller pool where they have the possibility to stand up, so they can feel confident when they start swimming.
- **Music class:** This class contains different instruments that will be used throughout the infant education stage.

A map showing the distribution of the class is attached below. It should be borne in mind that this may change throughout the course, to better adapt to the annual syllabus and the projects that will be developed.

Image 1. Class map



8.2.6. ICT Resources:

Technology is the order of the day. Today's children live surrounded by technology, and it is becoming increasingly attractive to them, which is why there is a need to bring this attraction into our classrooms. All this is because they handle different technological devices from a young age, such as tablets or computers, so their way of learning changes, and this means that we must use new teaching methods, where technology is very present, to be able to adapt to the new needs of our students.

Different technological resources will be used in the classroom, such as the use of the digital whiteboard where we can project videos, carry out different activities and games, write and paint, etc. This gives us many possibilities to incorporate this device into our classes.

On the other hand, the school has a computer room, where students will learn how to use and handle computers in a safe way. In the same way, the school has tablets, which will be brought to the classroom by the teachers, where they can play games in a corner, where students can handle them for didactic uses and always with the presence of a teacher.

In terms of communication with families, everything done in the class workshops will be uploaded to the school's educational website, to which only the parents of the students in the class will have access, to make it more private. In addition, meetings with parents will be held via Teams, and essential information will be received by email.

8.2.7. Relationship with the Spanish learning:

As described above, the school seeks cooperative work between Spanish and English language teaching. Therefore, we are committed to co-teaching, which will work by having two tutors in each classroom, who work together both inside and outside the classroom, to prepare the contents in a logical sequence and in this way seek progressive knowledge of the two languages.

With cooperative work, the aim is for both tutors to get to know each student in the classroom in depth, and the needs that each one may have, so that in this way they can offer a more special and personal attention to each student, as well as being able to adapt learning more specifically to the pace and needs of the class.

In the same way, with the cooperative work between both tutors, we try to establish a greater communication with the families, as they will be more informed about the progress of their children, thus seeking full collaboration and continuity of learning outside school.

Within the classroom, there will be times during the day when both tutors will work together, and where Spanish and English are worked on together, for example in the hours dedicated to music learning and Psychomotricity. On the other hand, in the specific English hours, the main teacher assigned to work on English in the classroom will be assisted by a native English-speaking teacher, who will help to create a different classroom climate and culture.

In summary, the school seeks to work together to learn Spanish and English, as nowadays it is important to know both, and we believe that the language has to be acquired at an early age. In this way, by working both languages together we want the students to enjoy learning both, and by giving such personalized attention to each student, we will work to help the students not to create feelings of rejection towards the language.

9. Evaluation

9.1 Evaluation criteria

When thinking about how we should evaluate our students, the first thing we must consider what the law tells us, in this case, the school follows the guidelines proposed in the *Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil*, which states that "Assessment will be global, continuous and formative. Direct and systematic observation will be the main technique in the evaluation process" and "Assessment at this stage will be aimed at identifying the initial individual conditions and the pace and characteristics of the evolution of each child. For these purposes, the assessment criteria established for each cycle in each of the areas will be taken as a reference."

On the other hand, it tells us that there will not be a single moment to carry out the assessment, but that there must be a continuous assessment of the whole learning process. Therefore, there will be several moments in which the assessment will be carried out: an initial assessment will be based on information about the characteristics of the child, his/her family, and the environment in which he/she lives and from which he/she comes to establish the mechanisms and resources that are most likely to guide the child towards school success. The law also specifies the three areas of learning that must be assessed, which are as follows:

- Growth in Harmony.
- Discovery and Exploration of the Environment.
- Communication and Representation of Reality.

Each learning area is specified with a set of assessment criteria. These are divided into the first and second cycle of pre-primary education. These criteria indicated by the law will be taken as a reference when carrying out the evaluation of each didactic unit.

9.2. Evaluation strategies:

As we have seen above, the law presents us with the idea that assessment should be global, continuous, and formative. Therefore, we must carry out our assessment process around diverse types of assessment. In this case, at the beginning of each project and didactic unit, the class teachers will carry out an initial assessment, also known as a diagnostic assessment, which will evaluate the knowledge and skills already acquired and will allow us to know where our students are starting from. And this is what will help us to establish the knowledge we are going to work on and to check whether we need to make changes in our syllabus to adapt to our students. That is why we try to make our syllabus as flexible as possible. This initial evaluation will be carried out through a session in which our students will tell us everything they know about the subject for which each didactic unit is intended, and what they are interested in knowing about the subject. In the same way, at the end of each didactic unit and project we will have a session where we will review what we knew and everything we have learnt since then.

On the other hand, once the project and the didactic units have started, a formative evaluation will be carried out, in this evaluation, the teachers will evaluate the attitudes and the evolution of the students throughout the learning process. Because of this, the teaching action will also be evaluated, as it will help us to check if what was programmed at the beginning is being well accepted by the students, or on the contrary, if it should be reconsidered.

Finally, and in order to check that the proposed objectives have been achieved, a final evaluation will be carried out, in which the progress of the pupils and the difficulty of the activities will be analyzed. In other words, the teachers will analyze how learning has developed, what they would change, and whether they should rethink the next didactic unit to adapt it to the student's new knowledge.

There is no differentiation of classes in the infant education stage, and at the school we seek to ensure that the knowledge and skills of our students progress together.

9.3 Techniques and tools

As for the students and their evaluation, we believe that it is especially important for them to receive diverse types of feedback so that they themselves can know how they are developing and achieving the proposed objectives, as well as how they should continue to act or improve. Therefore, students will have several types of assessment of their performances:

- **Evaluation carried out by the teacher:** This contains all the information that the teacher collects about the student throughout the learning period. It must consider that the student will not receive an evaluation only from one teacher, since during the whole learning process several teachers are present (main classroom tutor, English tutor, swimming teacher, etc.).
- **Self-assessment:** once he receives feedback from the teachers themselves, as well as with the development of the learning process, the student will be able to reflect on how he is acting throughout the process, with the feedback he will know what he is doing well or what he needs to improve, and he will be able to reflect on it, as well as reflect on what he has learned once he has finished the didactic units and we review everything we have seen and learned.

As for the evaluation of teachers, we also consider that it should be a continuous evaluation, which can be carried out in several ways:

- **Self-assessment:** where teachers, at the end of an activity, reflect on how the activity went, what they would change or improve in their didactic intervention. Just as when students show what they have learned, it can also be the subject of self-evaluation by the teacher to check how the whole teaching process has gone and how to improve it.
- **Peer evaluation:** where the other teachers involved in the didactic intervention give feedback to their peers to improve their teaching process, as well as advice on how to continue the process, or how the succession of contents has been seen from the outside and if the timing has been fulfilled.

On the other hand, the tools that teachers will use to carry out the continuous evaluation of students are the following:

- **Rubrics:** these evaluation guides help us to collect information on how the interventions are being developed, as well as to collect data from the students, for this purpose a series of indicators are established, and an evaluation criteria, and depending on whether the established criteria are met, either to a greater or lesser extent, one indicator or another is marked. Rubrics can be used both at the beginning of each unit and at the end, and then compare both and see how the students have progressed. (annex1)
- **KWL Table:** This table will be taken to the classroom every time a new didactic unit is started, to collect everything the students know about a topic, it will be done as a brainstorming session, and the teacher will write down the students' interventions. The same will be done with the column on what the students want to learn about each topic. This will allow to check from which point the students start learning, as well as help the teacher to adjust the teaching process to the students' knowledge. Once the didactic unit is finished, the teacher will bring the table back to class, and the last column on what we have learned will be filled in. (annex 2)
- **Students acting like a teacher:** in this technique we select a student at random and ask him/her to act as a teacher and tell what we saw the day before. This technique will help us to give prominence to our students, and at the same time we check if what they have stayed with what they have seen previously.
- **Final circle time:** This technique will be used at the end of an activity, a content or at the end of the day, in which the students will have the opportunity to express what they liked the most, what they liked the least, and everything they have learned. This technique seeks to make students more involved in their learning, as well as allowing teachers to make a self-evaluation of their didactic performance.

10. Attention to diversity

We must start from the thought that no child is the same as another. There are quite different ways of learning, and these are constantly manifested in the classroom. The teachers must be prepared to be able to approach the contents in such a way that they reach all children.

In this didactic program, measures of attention to diversity will be carried out for two students. The first one is a 4-year-old student who has Asperger syndrome and a vision loss of 30%. The other case is a 4-year-old girl who has a hearing loss of between 20% and 30%. Both cases have been diagnosed before the students entered the school.

The first case is a student who started attending this center last year. His behavior is very variable, since he does not accept ideas contrary to his own and when he has to perform an activity, he does not like he reacts with extraordinarily strong tantrums in which he may throw objects, self-injure, or try to hit his classmates or the teacher. Last year he presented many difficulties in relating to his classmates, as well as in expressing his ideas and thoughts.

In the second case, the student knows her case very well since the family is incredibly involved in the adaptation of support measures in all areas of the student's life. We must consider that the hearing loss that the student presents does not require the learning and use of sign language. However, if the hearing loss were greater or worsened, sign language could be used.

To facilitate the listening and understanding of the student, she will always sit close to the teacher or the person who is going to speak. In this way, the explanations of the activities will be repeated as many times as necessary, as well as visual aids of various kinds will be used when giving explanations, and in this way contribute to the understanding of the contents.

Apart from the cases described above, the teacher must be prepared for any type of learning diversity within the classroom, since the Pre-primary education stage is a stage where we can find a lot of diversity in our classroom. We must keep in mind that the development of children develops constantly, and it is not the same level of development that presents a student born in January than one born in December. That is why we must be attentive to meet the developmental needs of each of our students.

On the other hand, and despite being in level 2, and having usually adapted to the school routine and coexistence with peers, we must also consider that those children who first attended a nursery school will be better adapted at the beginning of the course than those who did not attend these schools.

Finally, the last two years and the global health situation have wreaked havoc on the acquisition of knowledge in students, as many students have lower levels of development and knowledge acquisition due to quarantine and confinement. Also, due to face masks, younger students have problems in recognizing sounds and phonemes.

10.1 Action measures

The current law, *Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil*, establishes in one of its articles that the educational intervention will consider the diversity of the student body, adapting the educational practice to the personal characteristics, needs, interests and cognitive style of the children and identifying those characteristics that may have an impact on their school evolution with the objective of ensuring the full inclusion of all students.

That is why the center, and for the cases developed above, as well as for other necessary cases, will implement the help offered by a person specialized in therapeutic pedagogy. This specialist will be available to assist in the preparation of content within the classroom, coordinating with the teacher and offering help to those students who require it.

On the other hand, the materials used in class will be modified so that all students can use them. As for the explanations, visual aids will always be used, for example flashcards or elements of everyday life, to make the explanations more visual and thus contribute to the understanding of the contents.

We must also consider that in the school "Angeles Gasset" most of the day students always have two teachers, which is why a more personalized attention to all students. With this we contribute to ensuring that no student feels different for leaving the classroom to receive educational support.

The importance of performance on the part of the teacher is also mentioned. Since the teacher is the one who spends the most time with the students, he/she knows when the students need educational support, how to present the contents to the students, the evolutionary stage of each student, and the educational needs that each student may always present. As well as the distribution of students, the teacher can choose the grouping of students depending on the needs of the students, the level of complexity of the activities, the level of help they need, etc.

Families will be informed of all the actions carried out in the classroom, by the teacher as well as the adaptations provided. Thus, favoring the participation of these and in the necessary educational actions towards their children, and their right to know the didactic intervention towards their children. In turn, families must participate in the acceptance of the measures. In addition, the school must provide sufficient knowledge for families to take these adaptations to their homes to contribute to the improvement of the students' learning.

11. Contribution of syllabus to the development of other plans

In this section, a series of plans are developed to help in the development of the annual program, making it a richer syllabus. Within this section we will find those plans that are developed in parallel to the teaching of the contents during the course. We will find the program for the development of coexistence, the program for the development of digital competence and the school's reading plan.

11.1 Contribution of syllabus to English language development.

The school believes that learning a second language is especially important. That is why the school day will be divided into two parts, the first part being in Spanish, and the other part in English. As there are no specific subjects in the Infant Education stage, those learning areas where the use of only one language is not necessary, such as swimming, reading, and writing, etc. will be taught in both languages, to promote the acquisition of both languages, as well as the verbal fluency of both languages due to the introduction of the second language at such an early age.

11.2. Contribution of syllabus to the development of coexistence and citizenship

This plan is designed to help students develop citizenship awareness. This plan will be supervised by coordinating teachers, who will oversee adapting the plan for each level of Pre-primary education and carrying them out.

It should be noted that this is a contribution to the annual program, but it does not follow the learning themes that are written in this syllabus. Rather, it is understood as learning that is part of the planning and simply helps us to complement the acquisition of the objectives of our students. For the development of the plan the school proposes a program that is divided into two parts.

The first part is a workshop called learning to cooperate, where students will work on different activities to foster a sense of cooperation among themselves. These activities are developed through the game, where all students have to collaborate to achieve the objective of the game. These activities will be developed throughout the course, allocating a couple of hours per week of the school timetable to these activities.

On the other hand, there is a workshop more focused on environmental awareness. This workshop will include activities in which students will work in the school garden, learn to recycle objects, and give them new uses, such as transforming them into toys, or making recycled paper.

The objective of these workshops is to make students aware of the world and society around us.

11.3. Contribution of syllabus to the development of ICT and Digital Competence.

As previously stated, this contribution to the syllabus seeks the acquisition of digital competencies of the students. To this end, students will be introduced to the use of these digital media. Students will learn how to use the computer and the tablet, and with this they will learn to make effective use of these devices.

Each week the students will have a time where they will perform activities specifically on the computer, to learn how to handle it, how to turn it on, use the mouse, and how they should treat this object.

During the daily school day, digital boards and tablets will be used. This with the aim of bringing students closer to other digital media, as well as making the educational experience more attractive and more motivating.

11.4. Contribution to the development of reading (Extensive reading plan).

In Pre-primary Education, activities are introduced to encourage students to read. The actual reading by students is a process that requires time, as it requires a necessary knowledge of the letters and their sounds, as well as knowing their graphic representation, and this is a process that needs time.

Even considering that the students will not read fluently, it is particularly important to introduce reading in their daily lives. Since students will develop a taste for it, there will be less feelings of rejection towards reading when they learn, and it is much easier to create habits when children are young.

The use of stories and libraries will be encouraged daily in the classroom. In the beginning it will be the teachers who will tell the stories, and they will base a lot of learning on the stories that are brought to class. But there will also be a library in the classroom, which will be perceived as attractive to the students, with the objective of awakening their curiosity, so that they learn to take care of and use books.

On the other hand, students will also be encouraged to bring their own stories, so that they can share them, and be the protagonists to whom we listen and recommend stories. But also, when we start new contents, the students will be able to share stories where these contents appear, and in this way, we will connect the family environment with the school, since they will be able to bring us something that is within that environment and share it at school.

Finally, as part of plan, a series of workshops will be held to link the students' school life with literature. These workshops will be changing. Some examples of literary workshops that will be carried out:

- Library workshops: where students will visit the school library, and there will be activities such as storytelling, or the workshop of the reading sibling, where a student from another educational stage will go to tell stories to a younger student.
- Comic workshops: In these, to work on a story, students will be asked to draw their favorite scene, and together we will create our comic of the story.
- Crazy dictionary: when there is new vocabulary, students will be asked to draw what they think the word means, and then we can put them all together. We will create new meanings for the words, and then with the help of the dictionary we will see who got it right.

- Story creations: Among all the students we will create imaginative stories, as well as by groups. With this we will make the students become writers.
- Family involvement: In this workshop, families will be invited to come to the school to tell stories. If there is a parent who is a writer, to come and tell us about their experiences, etc. With this we want families to feel integrated into the school, just as the students like to be involved in school activities, so that the relationship between families and the school is strengthened.

12. Conclusions

Once this final project has been completed, I must say that the development of this project has been long but extremely rewarding at the end. But it is also time to reflect about this process.

First, the choice of this project came with the fact that I was curious about the teaching of English in school, and because it is an area that I really like but I had not had the chance to see or work in my internship. That is why I wanted to see myself reflected as a future English teacher and this project was a way to challenge myself and my own abilities. I have to emphasize that it has been much more complicated than I thought, since I had not developed a project like this one in a foreign language, seeing what my limitations had helped me to want to overcome them and surpass myself, although in the same way it frustrated me a little. But despite that, I learned a lot about the problems that arose from the work and the language, and about how to plan a whole school year. All this would not have been possible without all the training I have received throughout my degree, both in language improvement courses, as well as TEFL and CLIL, because despite having already passed these subjects, I was able to recover the knowledge and classroom materials to do this project.

Another difficulty is the fact of the curriculum. It is true that in this syllabus I have used the new curriculum that was published this year. This means that there was no specific regulation of the community of Madrid, but not only that, but within the same educational decree there is very little mention of the teaching, both in terms of contents and evaluation criteria. That is why in part this project is done without much guideline in the law. Despite this, I think I have done an excellent job and I have invested a lot of creativity to bring English to an Pre-primary education classroom in a way that is motivating for students.

On the other hand, I would like to add that this work has helped me a lot in the way I see myself in the not-too-distant future, when I start my professional stage. I think that once I have finished this project, I can see myself more prepared to enter the professional field. I do not know if in that future I will be an English teacher, but I would love to, and I have confirmed this with the development of this project, and in the case that I am, I know that I will make every effort to develop projects that are increasingly motivating for my students.

Finally, I would like to thank all those people who have accompanied me throughout this project and whose help has been extremely useful and motivating. Above all, I would like to thank my director of this project, Alfonso López, for all the help and support he has always offered me, as well as all the advice that has helped me to carry out this work. It has been a real pleasure to have learned so much with him.

13. References

- Álvarez Diez. M. V (2010) El inglés mayor a edades tempranas. *Pedagogía Magna*. 5.
- Buckingham Reynolds. L (2019) Foreign language assistants: An opportunity to develop our students' intellectual competence. *Padres y maestros* (378), <https://revistas.comillas.edu/index.php/padresymaestros/article/view/11442/10746>
- Buckingham Reynolds. L (2020) Apuntes de la asignatura *Teaching English as a foreign language I*
- Buckingham Reynolds. L & Custodio Espinar. M. & López Hernández, A (2022) Apuntes de la asignatura *Content and Language Integrated Learning*
- Cenoz. J (2016) El aprendizaje del inglés desde Educación Infantil: Efectos cognitivos, lingüísticos y afectivos. https://www.researchgate.net/publication/251968889_EL_APRENDIZAJE_DE_L_INGLES_DESDE_EDUCACION_INFANTIL_EFECTOS_COGNITIVOS_LINGUISTICOS_Y_AFECTIVOS
- Dale. L & Tanner. R (2012) CLIL Activities with CD-ROM: A Resource for Subject and Language Teachers. England (Cambridge University press)
- King. D. (2016) Poverty of stimulus arguments and behaviorism. *Behavior and Philosophy*, 43.
- López Hernández. A., & De Artiñano Aguado. A. (2021). Apuntes de la asignatura *Teaching English as a Foreign Language II*.

- Martinez Perez. D, Gavilán Izquierdo. J.M. & Toscano, Cruz. M (2017) The interactions that arise in the work for corners in Infantile Education. *International Journal of Educational Research and Innovation*, 7.
- Mersad. D & Nizama. S (2018) An evaluation of five key aspects of the language acquisition (LA) – A critical review of Krashen's theory. *Zbornik radova Islamskog pedagoškog fakulteta u Zenic*. 16.
- Mizen. S. (2017) Preliminary thoughts on the neurobiology of innate unconscious structures and the psychodynamics of language acquisition. *Journal of analytical psychology*, 62,5
- Molina. L. *Teoría del aprendizaje significativo* (n.d.). Academia. Accelerating the world's research
- Monfort, M., & Juárez Sánchez, A. (2018). *El niño que habla. El lenguaje oral en preescolar*. (17ª ed.). CEPE.
- Molina. L. *Teoría del aprendizaje significativo* (n.d.). Academia. Accelerating the world's research
- Petot. M. C. (2010) Innatismo: el vínculo entre la psicolingüística chomskiana y la biología del desarrollo. *Perspectivas en psicología*. vol. 7
- Tomé Biec. B. I (2018) Fomento del bilingüismo en Educación Infantil (final degree project) university of Zaragoza. <https://zaquan.unizar.es/record/77992?ln=en>

Legislation:

- Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil.
- Orden 1434/2018, de 19 de abril, de la Consejería de Educación e Investigación, por la que se regula la extensión de la enseñanza bilingüe español-inglés al segundo ciclo de Educación Infantil en los centros privados concertados bilingües del ámbito de gestión de la Comunidad de Madrid.
- Orden 763/2015, de 24 de marzo, de la Consejería de Educación, Juventud y Deporte, por la que se regulan los centros privados concertados bilingües del ámbito de gestión de la Comunidad de Madrid.

14. Annexes

14.1 Annex 1: Evaluation rubric

An evaluation rubric is shown below. This will be modified based on the needs of the lesson being evaluated.

Crecimiento en armonía	C	EP	NC	Observaciones
Identifica y expresa sus necesidades y sentimientos.				
Ofrece y pide ayuda en situaciones cotidianas.				
Utiliza diferentes herramientas en situaciones de juegos.				
Participa en juegos dirigidos y espontáneos.				
Participa con iniciativa en las actividades del aula.				
Respeto las normas de clase.				
Descubrimiento y exploración del entorno	C	EP	NC	Observaciones
Establece relaciones entre los objetos y sus cualidades.				
Utiliza cuantificadores básicos en la interacción con los demás.				
Se ubica adecuadamente en los espacios de uso habitual.				
Canaliza la frustración ante las dificultades.				
Utiliza diferentes estrategias para la toma de decisiones.				
Muestra actitud de respeto y cuidado hacia el medio natural y los animales.				

Establece relaciones entre el medio natural y social a partir de la observación de fenómenos naturales.				
Comunicación y representación de la realidad	C	EP	NC	Observaciones
Participa de manera activa en situaciones comunicativas.				
Muestra interés y curiosidad en el uso de diferentes lenguas.				
Interactúa con diferentes recursos digitales.				
Interpreta correctamente los mensajes orales de los demás.				
Elabora creaciones plásticas utilizando diferentes materiales.				
Recurre a la biblioteca como Fuente de disfrute.				
Lengua extranjera	C	EP	NC	Observaciones
Utiliza el vocabulario trabajado en clase.				
Reconoce diferentes sonidos que componen las palabras.				
Utiliza expresiones trabajadas en el aula para mejorar su discurso.				
Interpreta correctamente los mensajes sencillos en inglés.				
Comienza a utilizar expresiones propias del Segundo idioma.				
Participa activamente en las actividades del aula.				

Se consignará:	C (Conseguido) EP (En Proceso) NC (No Conseguido)
----------------	---

14.3 Annex 2: KWL table

<div style="border: 1px solid black; padding: 5px; display: inline-block; font-weight: bold; font-size: 1.2em;">TOPIC</div>			Name: _____
			Date: _____
<div style="border: 1px solid black; padding: 5px; display: inline-block; font-weight: bold;">KNOW</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; font-weight: bold;">WANT TO KNOW</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; font-weight: bold;">LEARNED</div>	
<div style="border: 1px solid black; padding: 5px; display: inline-block; font-weight: bold; font-size: 1.5em;">K</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; font-weight: bold; font-size: 1.5em;">W</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; font-weight: bold; font-size: 1.5em;">L</div>	

Source: Live worksheets (<https://www.liveworksheets.com/qj2550983cp>)

14.3. Annex 3: Didactic unit, Greeks myths

14.3.1. Context.

This didactic unit will be developed over two and a half weeks. It begins on February 21, and it ends on March 11. At this point we are halfway through the school year and our students already know the classroom rules perfectly well and are more than adapted to the daily routine. This didactic unit represents the third unit within the world civilizations project. The students will explore life in Greece while learning the course content.

14.3.2. Didactic objectives.

Students will be able to:

- Name Greeks characters (Plato, Hercules, Poseidon, Ares, Greek gods, demi-gods, Pegasus, Apollo, Aphrodite, etc.)
- Explain the story of some myths
- Understand how life was lived in Greek
- Recognize and name some Greek vocabulary (Olympics, vase, soldier, bowl, helmet, coins, Parthenon, column, tunic, etc.)
- Differentiate /s/ sound in different words
- Differentiate opposites words (big-small, happy-sad, cold-hot, fast-slow, up-down, etc.)
- Express future plans
- Have attitudes of respect towards their peers'
- Raise their hands when they want to talk
- Show empathy for the feelings of their peers'
- Share class materials with their peers

14.3.3. Contents and basic knowledge.

Basic knowledge from Real Decreto 95/2022:

Crecimiento en armonía:

- *Autoimagen positiva y ajustada ante los demás.*
- *Estrategias de ayuda y cooperación en contextos de juego y rutinas.*
- *Resolución de conflictos surgidos en interacciones con los otros.*

Descubrimiento y exploración del entorno:

- *Pautas para la indagación en el entorno: interés, respeto, curiosidad, asombro, cuestionamiento y deseos de conocimiento.*
- *Estrategias de construcción de nuevos conocimientos: relaciones y conexiones entre lo conocido y lo novedoso, y entre experiencias previas y nuevas; andamiaje e interacciones de calidad con las personas adultas, con iguales y con el entorno.*
- *Cualidades o atributos de objetos y materiales. Relaciones de orden, correspondencia, clasificación y comparación.*

Comunicación y representación de la realidad:

- *Convenciones sociales del intercambio lingüístico en situaciones comunicativas que potencien el respeto y la igualdad: atención, escucha activa, turnos de diálogo y alternancia.*
- *Repertorio lingüístico individual.*
- *La realidad lingüística del entorno. Fórmulas o expresiones que responden a sus necesidades o intereses.*
- *Aproximación a la lengua extranjera. Elementos para una comunicación funcional básica.*
- *El lenguaje oral en situaciones cotidianas: conversaciones, juegos de interacción social y expresión de vivencias.*
- *Intención expresiva en las producciones musicales.*
- *Textos literarios infantiles orales y escritos adecuados al desarrollo infantil, que preferiblemente desarrollen valores sobre cultura de paz, derechos de la infancia, igualdad de género y diversidad funcional y étnico-cultural.*
- *Conversaciones y diálogos en torno a textos literarios libres de todo tipo de prejuicios y estereotipos.*
- *La escucha musical como disfrute.*

- *Intención expresiva en las producciones musicales.*
- *Posibilidades expresivas y comunicativas del propio cuerpo en actividades individuales y grupales libres de prejuicios y estereotipos sexistas.*
- *Aplicaciones y herramientas digitales con distintos fines: creación, comunicación, aprendizaje y disfrute.*

Contents:

Contents related to Ancient Greece:

- Greek vocabulary (Olympics, vase, soldier, bowl, helmet, coins, Parthenon, column, tunic, etc.) (CCL), (CP), (CCEC)
- Creation of a vase (CCL), (CP), (CE)
- Greek myths (“the competition, athenea and Poseidon”, “baby Hercules” “Reason of the seasons”, etc.)

Contents related to Future:

- Future expressions (tomorrow, soon, next week, etc.) (CCL), (CP), (CC)
- Future verbs (I will...) (CCL), (CP)

Contents related to Vocabulary:

- Opposites (big-small, here-there. Up-down, happy-sad, fast-slow, etc.) (CCL), (CP) (CMCCTI)

Contents related to Sound:

- Jolly phonics /s/ (CD), (CCL), (CP)
- Words with /s/ sound (Simile, snake, sun, start, small, sand, etc.) (CCL), (CP)

Other contents:

- Class rules (raise a hand to speak, listen to the peers’, share materials, etc.) (CPSAA) (CC)
- Collaborative work (CPSAA) (CC)
- Participation in different activities (CPSAA)
- Go to the bathroom (CPSAA)
- Use of different tools to carry out activities, search for information and interact with peers (CD) (CPSAA)

14.3.4. Competences.

The most developed competences during the didactic unit are mainly:

- Multilingual competence. Since it is a didactic unit from the perspective of an English teacher.
- Linguistic communication competence. This is worked on throughout the day: the school believes that students should express themselves, especially when learning content.
- Entrepreneurial competence. Since in each didactic unit students will develop an activity in which their learning is reflected, these activities will be self-made and creative, and then must be exposed.
- Digital competence. We will seek to include activities in which technology is present to promote student learning and motivate them.
- Competence in cultural awareness and expression. This is developed when the students are introduced to the different ways of life and cultures of ancient times, in the case of this didactic unit is developed at the time when students learn about the Greek gods and the lifestyle of the people of that time.
- Personal, social, and learning to learn competence. This competence is developed especially when students learn about coexistence in class and the rules, when they learn about their classmates, etc.

14.3.5. Methodology and resources.

The methodology used when starting a new didactic unit is always the same, it follows the Project Based Learning (PBL) methodology. We always start the didactic unit by seeing what the students know about the topic and what their interests are. That same day the didactic unit is presented, either with a series of images that we comment on, an introductory video, or a surprise where some materials that we will learn in the didactic unit are brought to the classroom.

After that, the activities begin. Each day a series of activities will be developed to learn about the topic, but also linking it with the contents proposed by the law. In this school, we want the students to learn about the projects or didactic units in English as well as in Spanish. In this way we try to create a bilingual and meaningful learning, that is why all teachers will be coordinated to advance content at the same pace.

The activities seek above all the participation of students orally, where they can develop their language skills and improve the expression of their own ideas, we seek to make students the protagonists of their own learning. We will also develop activities where students can express themselves creatively, but we also seek to learn through movement and the development of ICTs.

The activities are planned for 40-50 minutes per day, that is because the rest of the school time will be used for the different activities related to play in corners. Moreover, students also have classes of Psychomotricity, Spanish, swimming, music, etc. where they are with other teachers.

14.3.6. Description of activities.

The following is a proposal for the development of the didactic unit on Ancient Greece. For this purpose, a lesson plan is presented for each day of class. As it is planned as the English and CLIL part of the timetable, a lesson plan of 40-50 minutes each day is presented. The rest of the class time will be used to conduct the assembly in English where each day the contents are reviewed, and after each lesson the students will play in the corners.

In summary, 12 sessions will be presented. However, these can be flexible, if the students need more sessions to carry out some activity, the activities of another day could be cancelled to give more time to the students. As can be seen in the schedule, there are days when sessions are repeated. These days will be used to advance contents or to repeat those that have not been clear. This will depend on the pace of the students.

14.3.6.1. Schedule of sessions

Monday	Tuesday	Wednesday	Thursday	Friday
<u>February 21st</u> Project presentation (Zeus' letter) KWL table	<u>February 22nd</u> Myth: "The story of Icarus"	<u>February 23rd</u> /S/ Song	<u>February 24th</u> /S/ Song I will... in our weekends	<u>February 25th</u> I will... in our weekends
<u>February 28th</u> Opposite words	<u>March 1st</u> Opposite words	<u>March 2nd</u> Myth: "Hercules"	<u>March 3rd</u> Opposite word Psychomotricity	<u>March 4th</u> I will. in our weekends
<u>March 7th</u> Making a vase	<u>March 8th</u> Making a vase I will.	<u>March 9th</u> Olympic games	<u>March 10th</u> Myth: "Theseus and the minotaur"	<u>March 11th</u> Kaboom KWL table

14.3.6.2. Lesson plan

Lesson plan 1: Project presentation

Unit	8, Greeks myths	Lesson	1	Group	Level 2, b	Time	40 min
Topic / Session Title	Presentation			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	Greece: <ul style="list-style-type: none"> - Greek vocabulary (crown, Zeus, helmet, coin, etc.) Other: <ul style="list-style-type: none"> - Class rules - Participation 						

Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Explain their ideas - Make predictions - Explain through drawing what we have done in class. 		
Evaluation criteria	Correctly give his/her ideas Properly respect his/her peers' turn Participates enthusiastically in the activities		
Previous knowledge	Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares") Identify opposite words in Spanish Tell some future plans in their mother tongue Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)		
Materials	Zeus' letter (See section 14.3.10.1), Box, Greeks crown photo, Books, colored rings photo, fire picture. KWL table (Annex II)	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
10 min	Warm up	The class enters in the room and finds a box and a letter. Once we all sit down, we open the box, and observe what is inside, we take things out and name them in our mother tongue, trying to explain what it is and what they are called. Later we try to name the things.	Whole class
5 min	Reading/ listening	We read the letter from Zeus (Section 14.3.10.1) where he tells us who he is and where he lives. He tells us that there are many things we have to know about where he lives, and that we have to help him to win the Olympic Games, if we don't help him, he could lose his powers.	Whole class

5 min	Speaking	We talk about Zeus' letter, to see if we understood the assignment.	Whole class
15 min	KWL table	We create our KWL table, and we talk about what we know and what we want to know about Greece, to help us we look for pictures about Greece, and we talk about what we see.	Whole class
5 min	Drawing	Each student draws a picture to tell our families what we have seen in class and ask them to help us find out about Greece.	Individual

Lesson plan 2: The story of Icarus

This session will be led by the language assistant with the close supervision of the teacher.

Unit	8, Greeks myths	Lesson	2	Group	Level 2, b	Time	50 min
Topic / Session Title	The story of Icarus			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	Greece: - Greek myth: The story of Icarus Other: - Class rules - Participation						
Learning outcomes	Students will be able to: - Recognize who Icarus was - Retell the story with his words - Recognize vocabulary seen during the story						

	- Show and explain your favorite moment in history		
Evaluation criteria	<p>Correctly give his/her ideas</p> <p>Properly respect his/her peers' turn</p> <p>Participates animatedly in the activities</p> <p>Listen carefully to the story</p> <p>Expresses his personal tastes in his/her drawing</p> <p>Recognizes who the main character is and what happens to him.</p>		
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify opposite words in Spanish</p> <p>Tell some future plans in their mother tongue</p> <p>Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)</p>		
Materials	The story of Icarus adaptation (See section 14.3.10.2), papers, crayons, flashcards (See section 14.3.10.2).	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	The class begins with the teacher showing a picture about Icarus, and we start asking the children what they see, what they think the story is about, who they think Icarus is, etc.	Whole class
15 min	Reading/ listening	Once we have noted down all the children's interventions, the assistant begins to read the story. The story is an adaptation of the original story, where the teacher has made it shorter and uses both flashcards to teach vocabulary to the students, as well as acting it out with her own body, to help the understanding of the story. (Section 14.3.10.1)	Whole class

10 min	Speaking	We all talk about the story, to see if they understood the message	Whole class
15 min	Making a comic	To finish we tell the students to draw their favorite part of the story, and when everyone is finished, we put the students' drawings in chronological order, thus creating our illustrated story.	Whole class/ individual

Lesson plan 3: Greece and sounds

Unit	8, Greeks myths	Lesson	3	Group	Level 2, b	Time	50 min
Topic / Session Title	Greece and sounds			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<p>Greece:</p> <ul style="list-style-type: none"> - Greek vocabulary (crown, Zeus, helmet, coin, etc.) <p>Sounds:</p> <ul style="list-style-type: none"> - Jolly phonics /s/ - Words with /s/ (Snake, Smile, Sun, etc.) - The letter s song - Gestures <p>Other:</p> <ul style="list-style-type: none"> - Class rules - Participation 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Recognize the /s/ sound 						

	<ul style="list-style-type: none"> - Name some words that contains /s/ sound - Recognize Greek vocabulary - Explain some Greek vocabulary 		
Evaluation criteria	<p>Correctly recognize the /s/ sound in different words</p> <p>Correctly name some Greek vocabulary</p> <p>Properly respect his/her peers' turn</p> <p>Participates animatedly in the activities</p>		
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify opposite words in Spanish</p> <p>Tell some future plans in their mother tongue</p> <p>Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)</p>		
Materials	Flashcards, papers, crayons, the letter s song in YouTube (See section 14.3.10.3)	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	The class begins with the teacher saying that we are going to learn a new sound, and she makes the /s/ sound with her mouth and says what the sound reminds you of. And we ask them to help us make the sound.	Whole class
10 min	Song and dace	<p>When we have practiced the /s/ sound, we tell the students that we have a song, and they have to look at it and think of a dance to the song.</p> <p>We play the jolly phonics song several times, the first time we listen to it, the second time we all think of some dance steps, and the third time we dance and sing it. (Section 14.3.10.3)</p>	Whole class

5 min	Speaking	We talk about the song and ask if they remembered what the sound was like, but also, if they know of any words that have that sound. In the song there are words like summer, snake, etc. then we tell them to stretch out the sound like "Ssssake" so they can identify where the s is.	Whole class
15 min	Crazy dictionary	<p>As every time we learn a new sound, we will ask the students if they know of any new words that have the s sound. For this they should have asked at home if they could help them.</p> <p>Each child will say their new word and will have to make the movement that we have invented when the sound sounds in the word, for example if they say scissors, they will have to make the movement 3 times.</p> <p>Once we have said our words it is time to create our dictionary. To do this the students will be asked to draw their new word. When we have all finished, we will make our s sound mural.</p>	Individual

Lesson plan 4: Our future weekend

Unit	8, Greeks myths	Lesson	5	Group	Level 2, b	Time	40 min
Topic / Session Title	Talking about the future			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<p>Future:</p> <ul style="list-style-type: none"> - Future expressions (tomorrow, soon, net week, etc.) - Future simple (I will...) <p>Other:</p> <ul style="list-style-type: none"> - Class rules - Participation 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Express a future plan - Use the future in their speech - Recognize when their peers' talk about future - Ask about future plans 						
Evaluation criteria	<p>Correctly use the future to express their plans</p> <p>Properly answer questions about future</p> <p>Correctly use the future simple form in their speech</p>						
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify antonyms in Spanish</p> <p>Tell some future plans in their mother tongue</p> <p>Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)</p>						
Materials	I am a start poem (See section 14.3.10.5), in English and in Spanish				Spaces	Classroom	

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	The class begins when the students see in the circle area, a poem taped to the wall, and the teacher asks, "what is that?" the students will talk about what they think it is.	Whole class
10 min	Reading/ listening	Then the teacher takes it off the wall and says "let's read it" (Section 14.3.10.5). When she finishes reading it, she asks "what you think it talks about?" "Is there anything that has caught your attention?" "Anything that repeats itself?" We conclude that it repeats "I will". Then teacher asks, "Is there anyone who knows what that means?"	Whole class
10 min	Reading/ Speaking	When everyone makes their guesses about the meaning, the teacher says that behind the poem there is another poem that we might understand. Turning it over, we read the poem in Spanish, but realize that there is no word that repeats as clearly as "I will". then we reread the poem and ask questions to see if "I will" would fit somewhere in it, and we conclude that in the first poem "I will" referred to the future.	Whole class
15 min	We will	The teacher asks questions to the students to use "I will", for example, what will you do this weekend?	Pairs

		Then we ask them to get into pairs and draw something that they will do in the future, for example "two people playing" and they will have to say, "we will play together this weekend", with the teacher's help	
--	--	--	--

Lesson plan 5: Antonyms time

Unit	8, Greeks myths	Lesson	6	Group	Level 2, b	Time	40 min
Topic / Session Title	Antonyms time			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	vocabulary: <ul style="list-style-type: none"> - Opposites (big-small, here-there. Up-down, happy-sad, fast-slow, etc.) Other: <ul style="list-style-type: none"> - Class rules - Participation 						
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Recognize opposite place adverbs (here-there, near-far, etc.) - Use place adverbs in their speech - Name place adverbs and represent it 						
Evaluation criteria	Correctly recognize the difference between opposite place adverbs Effectively use place adverbs to describe something (ex. The book is there)						

Previous knowledge	Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares") Identify Antonyms in Spanish Tell some future plans in their mother tongue Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)		
Materials	Opposites song (See section 14.3.10.6), Flashcards (See section 14.3.10.6)	Spaces	Psychomotricity class
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	The teacher places flashcards (Section 14.3.10.6) in the center of the circle where we can see that there are opposite words, we tell them that if they know any, the first thing they will do is to say them in Spanish. and then we will tell them that knowing in Spanish they could classify them with their opposite, the teacher makes an example "sad goes with happy."	Whole class
10 min	Listening	Once we have all the flashcards classified with their opposites, we tell them that we are going to listen to a song, and we will have to do as the song says. (Section 14.3.10.6) When the song ends, we take the flashcards again, and we tell the students how they did in the video when that word came out, for example big, and they will have to represent it with their bodies.	Whole class

15 min	Opposite actions	Once we have reviewed all the antonyms seen in the video, we say that we are going to play music, and when we stop the music, they will have to stand like statues, and the teacher will say a word, which will be accompanied by the flashcard to make it more visual for the students, and they will have to represent it. For example, when we stop the music, the teacher says small, and the students will have to represent it with their bodies.	Whole class
10 min	Acting like the teacher	Finally, the students will go out in pairs to play the role of teachers, who will have to say a word when the music stops, and the students will have to represent its opposite. for example, if the students say "big", the students will have to represent "small" with their bodies.	Pairs

Lesson plan 6: Hercules and the Mount Olympus

This session will be led by the language assistant with the close supervision of the teacher.

Unit	8, Greeks myths	Lesson	8	Group	Level 2, b	Time	50 min
Topic / Session Title	The story of baby Hercules			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<p>Greece:</p> <ul style="list-style-type: none"> - Greek gods (Zeus, Poseidon, Athenea, Aphrodite, etc.) - Greek myths (Hercules.) <p>Other:</p> <ul style="list-style-type: none"> - Class rules - Participation 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Recognize the story of Hercules - Name some Greek gods - Identify themselves with the story - Explain their own power 						
Evaluation criteria	<p>Shows active listening</p> <p>Recognize the character of Hercules in the story</p> <p>Properly retell the story</p> <p>Speaks about what happened in the story</p>						
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify opposite words in Spanish</p> <p>Tell some future plans in their mother tongue</p> <p>Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)</p>						

Materials	The story of baby Hercules adaptation (See section 14.3.10.2), papers, crayons, flashcards (See Section 14.3.10.2).		Spaces	Classroom
Procedures				
Timing	Stage	Activities (T / S role)		Grouping
5 min	Warm up	The language assistant will bring to class a model representing Mount Olympus, where the gods lived. She will ask the students what they think it is and what it was for. (Section 14.3.10.4)		Whole class
15 min	Reading/ listening	The language assistant will bring out different gods, such as Athena, Zeus, Poseidon, Cronus, Aphrodite, etc. and talk about who they are, what their power is and how they help humans. (Section 14.3.10.4) But he also tells that they also had children and that some of them lived on earth, "Do you know Hercules?" and begins to tell the story. This is an adaptation of the original story, in which the teacher has shortened it and uses cards to teach the vocabulary to the students, as well as to represent it with her own body, to help the understanding of the story. (Section 14.3.10.2)		Whole class
10 min	Speaking	We talk about the story, to see if they understood the message		Whole class

20 min	Making our baby demigods	<p>Once we have finished talking about the story, the language assistant shows pictures of the students when they were babies, and they talk about how we all have a power that makes us unique like Hercules.</p> <p>We talk about what our powers are, for example someone says, “he can change the weather” (in Spanish) and ask them to draw a picture of themselves using their powers, once they finish the students will show us what they have drawn.</p>	Whole class/ individual
--------	--------------------------	---	----------------------------

Lesson plan 7: Antonyms words

Unit	8, Greeks myths	Lesson	9	Group	Level 2, b	Time	40 min
Topic / Session Title	Another opposite words			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<p>vocabulary:</p> <ul style="list-style-type: none"> - Opposites (big-small, here-there. Up-down, happy-sad, fast-slow, etc.) <p>Other:</p> <ul style="list-style-type: none"> - Class rules - Participation 						
Learning outcomes	Students will be able to:						

	<ul style="list-style-type: none"> - Recognize antonyms place adverbs (here-there, near-far, etc.) - Use place adverbs in their speech - Name place adverbs and represent it 		
Evaluation criteria	<p>Correctly recognize the difference between antonyms place adverbs</p> <p>Effectively use place adverbs to describe something (ex. The book is there)</p>		
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify opposite words in Spanish</p> <p>Tell some future plans in their mother tongue</p> <p>Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)</p>		
Materials	Dr. Seuss quote (here and there), Here There Song (See section 14.3.10.6).	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	We start the class talking about what we remembered from last class, see how many opposite words they recognize, and pull out the flashcards to help them. This time they have to name them all in English.	Whole class
15 min	Reading	This time we will show two new flashcards one representing here and one representing there.	Whole class

		<p>And we will talk about what we think it is. We will say it in Spanish. and then we will bring out the Dr. Seuss quote, which says “from here to there, from there to here, funny things are everywhere.” (Section 14.3.10.6)</p> <p>The teacher will tell them that where the teacher is located will refer to “here.” and on the other side of the classroom will refer to “there.”</p> <p>we will ask the students to get up and do what the quote says.</p> <p>from here to there, and they will have to run to the other side of the class, and from there to here and they will have to run back.</p>	
10 min	Dancing	<p>Once we have done what the quote says several times changing the "here" and "there" places, we will play the song "here there song" and let the children listen and dance to it. (Section 14.3.10.6)</p>	Whole class
10 min	Here or there	<p>Once we have done what the quote says several times changing the "here" and "there" places, we will play the song "here there song" and let the children listen and dance to it.</p>	Whole class

Lesson plan 8: Our weekend

Unit	8, Greeks myths	Lesson	10	Group	Level 2, b	Time	40 min
Topic / Session Title	Talking about the future			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<p>Future:</p> <ul style="list-style-type: none"> - Future expressions (tomorrow, soon, net week, etc.) - Future simple (I will...) <p>Other:</p> <ul style="list-style-type: none"> - Class rules - Participation 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Express a future plan - Use the future in their speech - Recognize when their peers' talk about future - Ask about future plans 						
Evaluation criteria	<p>Correctly use the future to express their plans</p> <p>Properly answer questions about future</p> <p>Correctly use the future simple form in their speech</p>						
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify opposite words in Spanish</p> <p>Tell some future plans in their mother tongue</p> <p>Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)</p>						
Materials	The future song (See section 14.3.10.5), papers, crayons, flashcards.				Spaces	Classroom	

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	We started the class with the teacher bringing out the star poem again, and we talked about what it was, what it repeated and what it meant.	Whole class
15 min	Song	We will tell them that we have a song about the future, and we will play it several times, and they can sing and dance to it. (Section 14.3.10.5)	Whole class
10 min	Speaking	When we finish the song, we will sit in a circle again and talk about our weekend plans. As the song says	Whole class
15 min	Acting the future	now it is the students' turn. they will have to get into small groups to do a dance about the weekend. they will present it to us, and they will have to ask questions like in the song "what will you do on the weekend?" and they will have to answer by doing the action "I will play tennis" and they will have to act it out.	Small groups

Lesson plan 9: We will make a vase

This activity is divided in two or three days depending on the students' needs

Unit	8, Greeks myths	Lesson	11, 12	Group	Level 2, b	Time	1-2 hours
Topic / Session Title	Making a vase			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<p>Greece:</p> <ul style="list-style-type: none"> - Creation of a vase <p>Other:</p> <ul style="list-style-type: none"> - Class rules - Participation 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Create a vase - Decorate a vase - Express their work 						
Evaluation criteria	<p>Actively participates in class activities</p> <p>Shows creativity in his/her creations</p> <p>cheerfully presents his/her work</p>						
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify opposite words in Spanish</p> <p>Tell some future plans in their mother tongue</p> <p>Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)</p>						
Materials	Molding paste, water, brushes, acrylic paint, pictures of Greeks vases.				Spaces	Classroom	

Procedures			
Timing	Stage	Activities (T / S role)	Grouping
10 min	Warm up	<p>The teacher will bring to class many pictures about Greek vases, and we will talk about what it is, what it is for, what we see in the vases, etc.</p> <p>We will tell them how they imagine their own vase.</p> <p>And we will explain that between today and tomorrow we will make our own. We will do it with molding paste and paints</p>	Whole class
30 min	Starting the vase	<p>Today the students will become artists and will begin to mold the dough creating their own vase, the teacher will be passing by the students' places asking them what they are doing and suggesting help. When they finish molding, we will tell them that we have to let them dry, and we will not be able to continue until the following day.</p>	Individual
10min	Speaking	<p>The next day we will talk about what we did yesterday, we will talk about the vases, and what we remember from yesterday. Then we will talk about the colors that the Greek vases have, and how they imagine theirs, and we will tell them that we will paint our vase with acrylic paint.</p>	Whole class

30 min	Painting our vase	We will let the students let their imagination fly by painting their vase, it is a quick drying paint so they can paint the background of a place and shortly after they can paint the drawing. Or on the contrary they can leave the background in the color of the molding paste, in any case it is all free choice.	Individual
--------	-------------------	--	------------

Lesson plan 10: Olympic games

Unit	8, Greeks myths	Lesson	13	Group	Level 2, b	Time	4 hours
Topic / Session Title	Infant Olympic games		Class	English and Spanish, psychomotricity			
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	Greece: <ul style="list-style-type: none"> - Olympic games Other: <ul style="list-style-type: none"> - Class rules - Psychomotor development - Participation - Rules and regulations of the games 						
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> - Compete in different games - Work cooperatively with its peers - Explain what the Olympic Games are 						
Evaluation criteria	Actively participates in class activities Shows interest in the different games						

	works happily in a cooperative way Respects the rules of the games		
Previous knowledge	Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares") Identify opposite words in Spanish Tell some future plans in their mother tongue Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)		
Materials	Psychomotricity objects (balls, hula hoops, fabrics, materials for making circuits, etc.)	Spaces	Psychomotricity class
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
10 min	What we know	At circle time the teacher takes a picture of the circles representing the Olympic Games. and we ask what we know about them.	Whole class
20 min	Speaking	After that, we watch a video about the people who carry the torch in the Olympics and what it symbolizes, and then we see how the different countries have a parade where a representative carries the flag of their country, and we tell them that we have to invent a flag for our class.	Whole class
20 min	Flag creation	We all spread out butcher paper and draw our flag, then we raise it and decide who will carry the flag in the parade. we practice how we should walk and where we will have to stand.	Whole class

10 min	The Olympic games begging	All level 2 classes parade to the Psychomotricity class. A guest teacher will carry our torch symbolizing the start of the games.	Individual
2 horas	Games	During the following hours cooperative games will be proposed where the students will have to compete; we will do relay races, balloon competitions, police officers and robbers, English hide and seek, statues, etc. The class that wins the most games will win the Olympic Games.	different groupings depending on the games
15 min	Final speaking	After all the games, there will be a medal ceremony, all the students will have their medal since there will be 3 classes and we will all win. Once we get to class, we talk about everything we have done, the game we liked the most and what they would like to do in the next Olympic Games.	Whole class

Lesson plan 11: Myths and games

This session will be led by the language assistant with the close supervision of the teacher.

Unit	14, Greeks myths	Lesson	2	Group	Level 2, b	Time	50 min
Topic / Session Title	Theseus and the minotaur			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<p>Greece:</p> <ul style="list-style-type: none"> - Greek myths (Theseus and the minotaur) <p>Other:</p> <ul style="list-style-type: none"> - Class rules - Participation 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Recognize who Theseus was - Retelling the story with his words - Recognize vocabulary seen during the story - Show and explain your favorite moment in history 						
Evaluation criteria	<p>Correctly give his/her ideas</p> <p>Properly respect his/her peers' turn</p> <p>Participates animatedly in the activities</p> <p>Listen carefully to the story</p> <p>Expresses his personal tastes in his/her drawing</p> <p>Recognizes who the main character is and what happens to him.</p>						
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify opposite words in Spanish</p> <p>Tell some future plans in their mother tongue</p>						

	Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile,)		
Materials	The legend of Theseus and the minotaur adaptation (See section 14.3.10.2), papers, crayons, flashcards (See section 14.3.10.2).	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	The class begins with the language assistant showing a picture of a maze, and we start asking the children what they see, what they think the story is about, who they think Theseus is, etc.	Whole class
15 min	Reading/ listening	Once we have noted down all the children's interventions, the language assistant begins to read the story. The story is an adaptation of the original story, where the language assistant has made it shorter and uses both flashcards to teach vocabulary to the students, as well as acting it out with her own body, to help the understanding of the story. (Section 14.3.10.2)	Whole class
10 min	Speaking	We talk about the story, to see if they understood the message	Whole class
15 min	Different ending	We will ask them in pairs to invent a different ending for the story, what they would like to happen, or if there is something they do not like about the story to change that part, but they will have to say what is the new message that this new ending gives us.	Work in pairs

Lesson plan 12: The ending of the story

Unit	8, Greeks myths	Lesson	2	Group	Level 2, b	Time	50 min
Topic / Session Title	The ending of the story			Class	English		
Focus							
Skills	Listening	Speaking	Reading	Writing			
Systems	Grammar	Phonology	Lexis	Function	Discourse		
Competences	Grammatical	Socio-linguistic	Discourse	Strategic			
Contents	<p>Greek contents:</p> <ul style="list-style-type: none"> - Greek vocabulary (Olympics, vase, soldier, bowl, helmet, coins, Parthenon, column, tunic, etc.) - Greek myths (“the competition, atheneia and Poseidon,” “Hercules,” “Reason of the seasons,” etc.) <p>Future</p> <ul style="list-style-type: none"> - Future expressions (tomorrow, soon, next week, etc.) <p>Place</p> <ul style="list-style-type: none"> - Place adverbs (“near,” “far,” “up,” “down,” “here,” “there,” etc.) <p>Sound</p> <ul style="list-style-type: none"> - Words with /s/ sound (Simile, snake, sun, start, small, sand, etc.) <p>Others:</p> <ul style="list-style-type: none"> - Class rules - Participation in different activities 						
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Express their ideas - Retell what we learnt - Use future expressions - Use place adverbs - Identify /s/ sound in different words 						

Evaluation criteria	<p>Correctly give his/her ideas</p> <p>Properly respect his/her peers' turn</p> <p>Participates animatedly in the activities</p> <p>Recognizes different learnings.</p>		
Previous knowledge	<p>Name some Greek character in their mother tongue, and its story (ex. "Hercules" or "Ares")</p> <p>Identify opposite words in Spanish</p> <p>Tell some future plans in their mother tongue</p> <p>Identify /s/ sounds in some words (ex. Sunday, Saturday, Smile, etc.)</p>		
Materials	<p>Kaboom table (See section 14.3.10.7),</p> <p>colored sticks (See section 14.3.10.7),</p> <p>KWL table (Annex II).</p>	Spaces	Classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
5 min	Warm up	The teacher will tell that it is the last day we will be in ancient Greece, and for this it is time to play a game in teams.	Whole class
20 min	Kaboom game	<p>The teacher will project on the whiteboard a numbered kaboom board, in each box appears a vocabulary word that we have seen throughout this unit. In turns students will have to draw a colored stick, this will have a number, for example 5. The student will have to find that number on the projected table and say what is the name of that object or as they say in English, if they get it right, they get the stick. The game has other sticks that have a star drawn on them, if the star comes out all team members return their colored sticks. (See section 14.3.10.7)</p> <p>The team that gets the most sticks wins</p>	Groups of 4-5

5 min	Speaking	Once we finish the game, we say that it is time to say goodbye to Greece	Whole class
20 min	KWL table	We take out the table from the beginning of the didactic unit and fill in the last column, in which we talk about everything we have learned during this unit, what we have liked the most and less. Then the teacher projects all the pictures we have taken of the whole didactic unit and, it is time to say goodbye. And she explains that soon we will start the next one. (Annex 14.2)	Whole class

14.3.7. Evaluation.

The evaluation will be carried out in the same way as described above in the project and will consist of a continuous and globalized evaluation. Within the evaluation process we will find:

- An initial evaluation: where with the help of the KWL table we will be able to check which are the previous knowledge of the students about the topic of the didactic unit. And this table will be used again at the end to evaluate orally what we have learned.
- Intermediate evaluation: in which the students will communicate orally what they have found in the activities, what they like and what they do not like, and with this we will be adjusting our syllabus. This will be done at the end of each school day. In addition, the teacher will be pointing out all the interventions of the students throughout the activities to check the progress.
- Final evaluation: where an evaluation rubric will be made, and all the data collected throughout the process will be recorded by the teachers.

14.3.7.1. Evaluation rubric

Greek myths	C	EP	NC	Observaciones
Utiliza el vocabulario trabajado en clase.				
Expresa correctamente sus ideas				
Respeto el turno de palabra de sus compañeros				
Participa de manera animada en las actividades				
Realiza escucha activa				
Expresa los gustos propios a través del dibujo				
Reconoce personajes principales e identifica sus acciones				
Identifica vocabulario trabajado en ambos idiomas				
Reconoce el sonido /S/ en diferentes palabras				
Expresa aprendizajes vistos durante la clase				
Interpreta correctamente los mensajes sencillos en inglés				
Reconoce la forma de future simple y expresa ideas con ella				
Reconoce las palabras que son opuestas				
Interpreta acciones con su propio cuerpo				
Trabaja de manera cooperativa				

Respetar las normas de los diferentes juegos				
--	--	--	--	--

Se consignará: **C** (Conseguido) **EP** (En Proceso) **NC** (No Conseguido)

14.3.8. Attention to diversity.

Regarding the attention to diversity, as previously developed, the class for which this program is being developed has two hypothetical students with educational needs, the first one is a student with diagnosed Asperger's, vision problems, and learning disabilities. The second case is a girl who has a hearing loss of 20%.

In order to adapt the educational intervention, the use of visual resources is proposed, therefore, when telling stories and explaining the activities, flashcards will be developed to help in their understanding. In the same way, we will work in places clear of objects, to favor the attention of the students. Students with vision loss will always remain close to the teacher to help them visualize images and understanding.

In the same way, the teacher will be accompanied in some activities, if required, by a specialist in therapeutic pedagogy so that both children, and the rest of the class if needed, can have a support and the acquisition of content is more personal and direct. As the work times are approximate and can be adjusted to the needs of the students, that is why the activities have been planned for short periods, so that they can be more flexible. The work times are approximate and can be adjusted to the needs of the students, so the activities have been planned for short periods, so that they can be more flexible. As well as the activities carried out by the language assistant since he/she will attend more classes than scheduled to help the main teacher with the introduction of language in the classroom.

14.3.9. Conclusions and references.

This didactic unit has been planned only for the English area of a level 2 course of Pre-primary Education. As for my vision about this planning, I would like to say that it has been a complicated process, because I had never been in the English classes of my internship centers. But also, I feel that the activities proposed can be carried out in a classroom, since as I have indicated at the beginning the school for which it has been planned is a bilingual school, so the level of understanding in English is quite high, compared to non-bilingual schools.

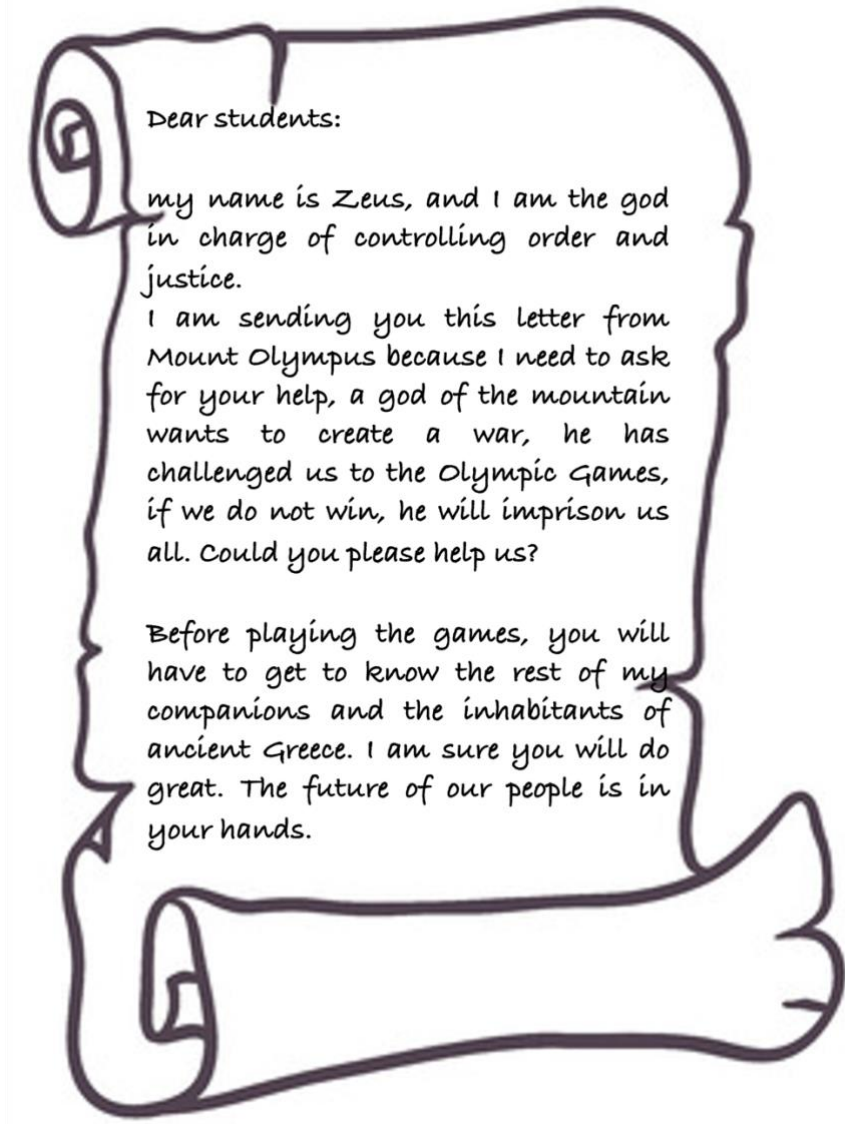
On the other hand, I would like to add that it has been a very satisfactory process, since I have found myself in the position of an Pre-primary education teacher in the English area, and it has been a challenge to plan all these activities, and at the same time very motivating.

References:

- Bouncel Katrol - Kids Songs (2015, 20 December) The Letter S Song - Learn the Alphabet [Video]. YouTube.
<https://www.youtube.com/watch?v=uSVzk2pqWB4>
- Joyk TV (2019, 10 mayo) Future simple song for kids and everyone! What will you do this weekend [Video]. YouTube.
<https://www.youtube.com/watch?v=5zJMy69ttAE>
- Dream English Kids (2014, 30 April) The Opposites Action and Dance Song [Video]. YouTube. Retrieved from https://www.youtube.com/watch?v=5kFU_btMG4
- Sanchez. S (n.d.). Monte Olimpo [Foto]. Pinterest.
<https://www.pinterest.es/pin/433330795389072650/>
- Zazzle (n.d.) I am a star children's poem poster. [Foto]. Pinterest.
<https://www.pinterest.es/pin/695172892492991646/>
- Spoken.ly (n.d.) Spoken.ly is for sale/ BrandBucket [Foto]. Pinterest.
<https://www.pinterest.es/pin/536632111822913888/>
- Katie (n.d.) Letter Kaboom! {101 Ways to Teach the Alphabet} [Blog]. Gift of curiosity.
<https://www.giftofcuriosity.com/letter-kaboom-101-ways-to-teach-the-alphabet/>

14.3.10. Resources.

14.3.10.1. Zeus' letter



14.3.10.2. Myths and its flashcards

The story of Icarus:

- Teacher adaptation:

Icarus and his father were punished by not leaving the city, as ordered by the king, but they wanted to leave and return home.

Icarus' father saw an eagle flying near them, and he had an idea.





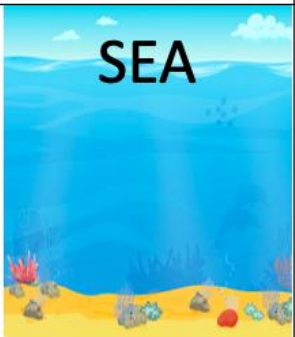
- I will build you some wings and we'll fly away.

And so, he did. Before Icarus put on his wings, his father said to him:

- Icarus, you will be able to fly like the birds. You just have to move your arms up and down, but don't forget this, because it is very important: don't fly too high, because the heat of the sun could hurt you; and don't fly too low either, because the sea could break your wings.
- Yes, daddy - said Icarus.

Icarus, seeing that he could fly, climbed as high as he could without paying attention to his father, the sun hurt him and Icarus began to fall, Icarus fell into the sea. When Icarus' father noticed that his son did not return, he looked into the sea and saw him floating in the water with his wings broken, and neither could return home.

FLASHCARDS:

 <p>KING</p>	 <p>EAGLE</p>	 <p>WINGS</p>	 <p>SUN</p>
 <p>SEA</p>			



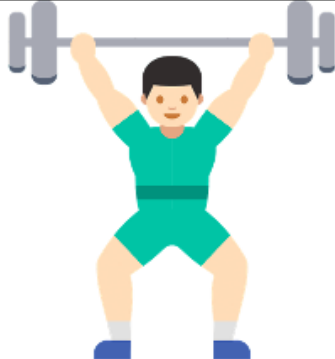

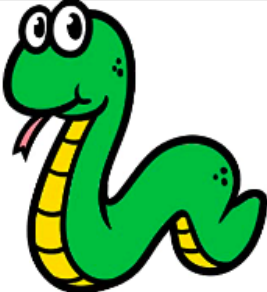
Hercules adaptation:

Hercules was the son of Zeus; he loved his little son. But the gods became jealous, and were always trying to kill him, even sending a couple of large snakes into his room. Hercules was incredibly strong, even as a baby.

To keep his little son safe from attack, Zeus sent him to live with a mortal family on earth in ancient Greece. Hercules grew up noble and beloved. He was happy, but he didn't fit in on earth. He was too big and too strong. He was hard to miss. So, he spent his life helping others with his strength. All the people began to love Hercules as he was always willing to help them when they needed it.

One day, the rest of the gods who wanted to kill Hercules came to earth, Hercules wanted to face them, but his people did not leave him alone and joined him, thus winning the battle.

Flashcards:

 HERCULES	 ZEUS	 STRENGTH	 EARTH
 SNAKE			

Theseus and the minotaur adaptation:

A long time ago, on an island in Greece there lived a terrible monster that had the body of a man and the head of a bull, and they called him Minotaur. To prevent anyone from approaching him, they decided to build a maze, so that he could never get out. Many people tried to defeat the minotaur, but no one could get out of the maze. Until a brave warrior, named Theseus, presented himself to the king to go and defeat the minotaur.

- Theseus, the difficult thing is not to defeat the minotaur, but to get out of the maze, everyone who tried did not even reach the minotaur.

But Theseus had a plan, he would take a ball of wool and it would tell him the way back.

Theseus went into the maze with the ball of wool tied around his waist, and when he reached the minotaur, he found him asleep. Theseus did not think about it and as soon as he saw him, he began to fight with him.

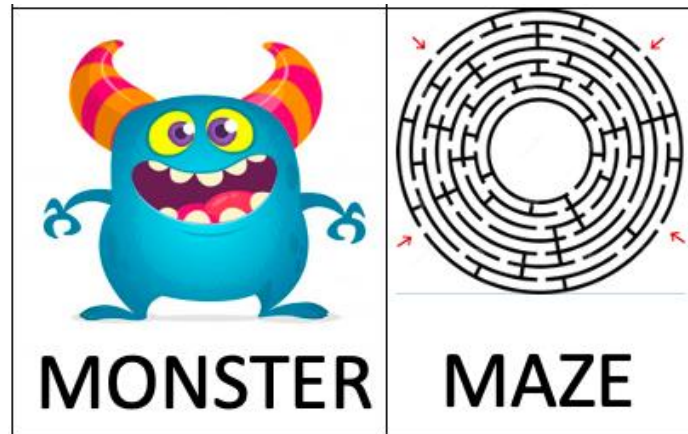
The people who were waiting for him outside did not stop hearing sounds and shouts, they did not know whether to go in to look for Theseus, until something pulled the thread.

- I have finished with the monster - he said very happy.

And they all went back to the island together to tell the king.

Flashcards:





14.3.10.3. The letter s song and flashcards

- Letter s song:

<https://www.youtube.com/watch?v=uSVzk2pqWB4>

Greeks' Flashcards:



			
ARMOR	HELMET	SWORD	SHIELD
			
COIN	TUNIC	CROWN	TEMPLE

14.3.10.4. Greeks' gods

Gods' pictures:



Resource: Blogspot (<http://artifexacademia.blogspot.com/2018/01/como-y-por-que-ensenar-historia-del.html>)

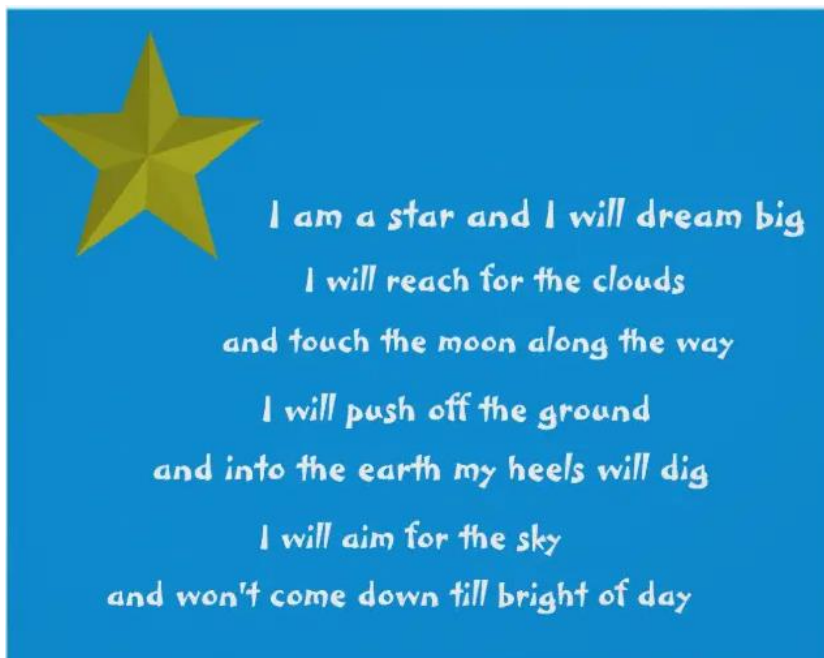
Mount Olympus model:



Resource: Pinterest (<https://www.pinterest.es/sonylamata/monte-olimpo/>)

14.3.10.5. Future poem, future song.

Poem:



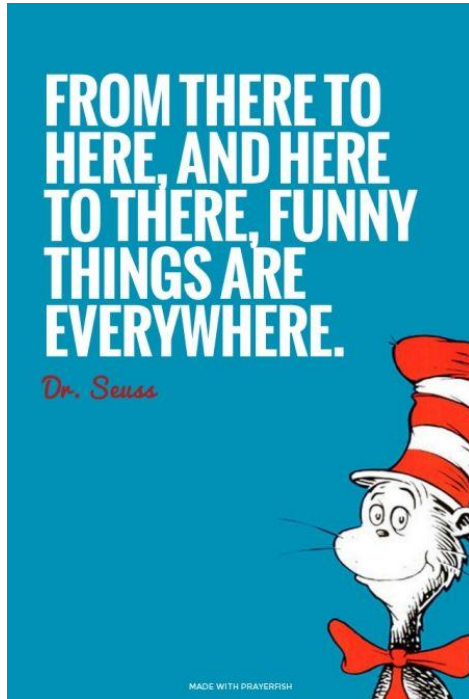
Resource: Pinterest (<https://www.pinterest.es/pin/i-am-a-star-childrens-poem-poster-695172892492991646/>)

- **Future song:**

<https://www.youtube.com/watch?v=5zJMy69ttAE>

14.3.10.6. Opposites words activities

- **Dr. Seuss quote:**



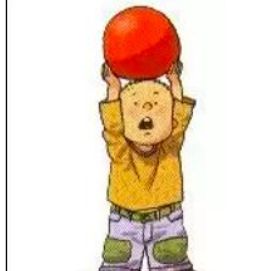



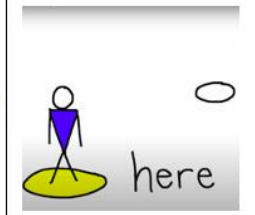
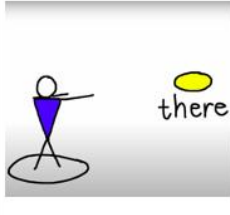


Resource: Pinterest

(<https://www.pinterest.es/pin/536632111822913888/>)

- **Here there song:** <https://www.youtube.com/watch?v=Aia3fyCnVeM>
- **Antonyms song:** https://www.youtube.com/watch?v=5kFU_btMG4

- Opposite words flashcards:

 <p>BIG</p>	 <p>SMALL</p>	 <p>UP</p>	 <p>DOWN</p>
 <p>FAST</p>	 <p>SLOW</p>	 <p>HERE</p>	 <p>THERE</p>

14.3.10.7. Kaboom game

- Colored sticks:



Resource: gift to curiosity (<https://www.giftofcuriosity.com/letter-kaboom-101-ways-to-teach-the-alphabet/>)

- Kaboom table:

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 	<p>5</p> 
<p>6</p> 	<p>7</p> 	<p>8</p> 	<p>9</p> 	<p>10</p> 
<p>11</p> 	<p>12</p> <p>GREEK</p> 	<p>13</p> 	<p>14</p> 	<p>15</p> 
<p>16</p> 	<p>17</p> 	<p>18</p> 	<p>19</p> 	<p>20</p> 

14.4 Annex 4: Lesson plan guide

Unit		Lesson		Group		Time		
Topic / Session Title				Class				
Focus								
Skills	Listening	Speaking	Reading	Writing				
Systems	Grammar	Phonology	Lexis	Function	Discourse			
Competences	Grammatical	Socio-linguistic		Discourse	Strategic			
Contents								
Learning outcomes								
Evaluation criteria								
Previous knowledge								
Materials						Spaces		
Procedures								
Timing	Stage	Activities (T / S role)					Grouping	

Resource: TEFL II course, Universidad Pontificia Comillas

14.5 Annex 5: Class puppet

