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TRABAJO DE FIN DE GRADO

PROGRAMACIÓN DIDÁCTICA “Learning with movies”

ASIGNATURA DE INGLÉS
5º Educación Primaria

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1. RESUMEN/ ABSTRACT

Este Trabajo de Fin de Grado presenta una Programación Anual de la asignatura de inglés para el 5º curso de Primaria como trabajo para la Mención de Inglés. El trabajo está redactado y planteado desde la perspectiva de la profesora de inglés de un centro bilingüe ficticio de la Comunidad de Madrid. Para la realización de esta programación, se tiene en cuenta la legislación actual y vigente para la Comunidad. Como hilo conductor y justificación del trabajo, la programación se basa en las películas infantiles para contextualizar el aprendizaje y conseguir que sea significativo. Se presentan 15 unidades didácticas, cada una con una película como tema central, con contenidos, objetivos y competencias ligados a la temática individual. También se plantean 5 proyectos interculturales relacionados con festividades internacionales, a modo de concienciar y apreciar la diversidad de culturas del mundo. La programación busca que los alumnos sean competentes en comunicación en la lengua extranjera, utilizando metodologías innovadoras y dinámicas para hacer el aprendizaje más ameno y divertido.

Palabras clave: Inglés, Primaria, Películas, Competencia comunicativa

This Final Degree Project presents an Annual Syllabus of the subject of English for the 5th year of Primary School as a work for the Mention of English. The work is written and presented from the perspective of the English teacher of a fictitious bilingual school in the Community of Madrid. For the realization of this program, the current legislation in force for the Community is considered. As a guiding thread and justification for the work, the programming is based on children's films to contextualize learning and make it meaningful. There are 15 didactic units, each one with a film as a central theme, with contents, objectives and competences linked to the individual theme. There are also 5 intercultural projects related to international festivities, in order to raise awareness and appreciation of the diversity of world cultures. The program seeks to make students competent in communication in the foreign language, using innovative and dynamic methodologies to make learning more enjoyable and fun.

Keywords: English, Primary School, Movies, Communicative competence

2. INTRODUCTION

This project is an annual syllabus for English subject. It is designed for the third cycle of Primary Education, for fifth year to be precise. Prioritizing the students' interests, I have decided to base this syllabus on children's movies, following a common thread. It is fundamental to plan the learning process in a contextualized way, keeping always in mind what is important for the children. That is why the syllabus is planned so every didactic unit starts from a movie, and it is built around it. In this way, the movie acts as a theme for the whole unit, allowing the content development to follow a common line in a fun and significant way. The chosen movies for the didactic units have an important message. Which allows the teacher to teach the academic content but also gives the opportunity to talk about principles and values.

I consider important to learn a second language because not only it helps the cognitive development, but also improves the flexibility when it comes to respect and interest for other cultures. That is the main reason why the subject chosen for this syllabus is English. The English language opens doors to new learning possibilities, both academic and personal. More even so now, that its growing in use and popularity, it helps students to have better opportunities to learn about the world. This syllabus seeks to make learning English fun and to generate curiosity and excitement in the student.

3. NORMATIVE FOUNDATIONS

This work presents an annual syllabus for English as a foreign language, destined to the second cycle of Primary education, third year to be precise. The design is based and follows the education law that applies to Spain and Comunidad de Madrid.

- Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria
- Decreto 61/2022, de 13 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid la ordenación y el currículo de la etapa de Educación Primaria.
- Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.
- ORDEN 5958/2010, de 7 de diciembre [Consejería de Educación]. Por la que se regulan los colegios públicos bilingües de la Comunidad de Madrid
- Programa Bilingüe de la Comunidad de Madrid

Inspired by said laws, this syllabus aims for a complete, dynamic, flexible, and meaningful approach to teaching and learning a foreign language.

4. CONTEXTUALIZATION

The school

The syllabus is destined to a fictional Primary year 5th group. The school, also fictional, is inspired in the school I had the opportunity to have my internship in. The name of the school is Rosa Parks, and it is located on the Retiro district of Madrid.

It is a secular, coeducational and bilingual center, publicly owned and financed by the Community of Madrid. The center has all educational levels, from kindergarten (3-5 years) to high school. It is a line 3 center both in Infant and Primary, and line 2 in Secondary and Baccalaureate. Divided into two buildings, we can find the stages of Infant, Primary and first two years of ESO in one space, while in the other we find the

rest of ESO and Bacculaureate. In Primary, the average is 23 students per classroom, with an approximate of 400 students in the stage. It is a large center with many educational personnel and students; however, it is a close knit and collaborative environment.

The school has two buildings, as previously mentioned. I will focus on the description of the Primary building and its surroundings.

- Every grade has its own classroom with plenty of light and space for the students. Having a total of 18 classrooms for the Primary level.
- Two canteens, one for lower primary levels and other one for the upper grades.
- “Aula de las Estrellas” a classroom for the Therapeutic Pedagogue to work in and destined to ASD and special needs alumni.
- A teacher’s lounge and spaces for the administrative and directive personnel.
- A science and computers lab.
- An assembly hall, that also functions as theater.
- Three courtyards, one for each cycle of Primary, with several basketball and soccer fields.
- A little vegetable garden, where the students can take part of.

The school follows a collaborative and project-based methodology and aims for a personalized education and attention to diversity. The school promotes social justice, teaching in a democratic environment and looking for environmental sustainability. Some of the projects that characterize the Primary level is “Aulas activas sin muros”, in which all three classrooms of the same grade (5th A, B and C) are not divided by walls but by sliding doors that can be open or closed according to specific goals or certain activities. This also means that the groups of students can benefit from four teachers at once (three tutors and the English teacher). This organization systems aims for an individual education, attention to diversity, autonomy, and collaborative work for both students and teachers. As previously mentioned, the school follows a project-based methodology, in which the students take an active role in their own education, proposing topics and interest so the knowledge can be built around it. Families are welcome to participate in the learning process of the students, so family days are organized once

every two weeks, in which parents can visit the school and prepare activities with the teachers. Another interesting take the school has is the removal of individual textbooks, which leads teachers to create individualized learning materials tailored to the students interests, level and needs.

The school follows the Bilingual Education Program for the Comunidad de Madrid, meaning that 30% of the school time is taught in English. In the Primary level, all grades have 4 weekly sessions (two one-hour sessions and two 45-minute sessions) of English as a First Foreign Language and one hour of Arts, Music, and Physical Education each, also taught in English (150 minutes). All teachers have linguistic proficiency and collaborate with native English speakers as language assistants.

The school also offers extracurricular activities aimed at improving and immersing students in the English language. Most of the extracurricular artistic activities are taught in English: pottery, painting, and comics. There is an extracurricular English support class and a summer camp, both coordinated in cooperation with an external English academy. All the personnel are licensed and qualified to teach in English.

The families

The school is in the Retiro District of Madrid, in a scholar and residential zone. It has two big parks nearby and a commercial zone within 10 minutes walking. The school is nicely located and communicated by metro and buses. The zone is mostly residential, so it is a nice, calm part of the city, but also full of life and close to the community.

As for the families, most of the students come from local families, with a minority of children of immigrant families. Most of the students live near the school, in neighborhoods such as Moratalaz, Retiro and La Elipa. The economical level of the families is upper middle class, although the school offers scholarships and financial aids for those who need it, so everyone can be part of the school community. As for the social level of the families, most of the parents have achieved higher education levels and are involved in the learning process and education of the children.

Families are organized and represented by the AFA (Asociación de Familias de Alumnos). The role of the AFA is fundamental in the school, acting as an entity of participation and collaboration between the families and the center. There are representatives in all the committees of the School Council, involved in economics, pedagogical and extracurricular committees that affect in the school's organization and performance. The AFA also collaborates with the school in many projects aimed at training families, improving the center, supporting students, etc.

The teachers

As for the teachers of the Primary level, the school has a tutor for each class, who work together, the 5th A tutor will teach math in all classes while the 5th B will teach History and 5th C will oversee Lengua Castellana. With this system, all three classes of 5th year will learn with all three tutors of said grade. Following the "Aulas activas sin muros" project, the teachers will work with all the groups.

Besides the tutors, there is an English teacher for every grade, each one working with three classes. The school collaborates with language assistants, so English classes have always more than one teacher. The school has six English teachers, one for each grade. The number of language assistants changes every year, this year there are four language assistants, with various nationalities, working with the English teachers.

Other subjects such as Physical Education, Arts and Music are taught by teachers that majored in said subjects. These teachers are also qualified to teach in English. There are three PE teachers, and two Arts and Music teachers (four in total for the Primary level).

The school also works with many universities of the Community of Madrid: there are internship students in most classes. This year, more than 30 interns are enrolled in the school, the duration and frequency of the internship varies. More than 70% of the interns are studying education, whereas the rest of the interns are social workers. Most of the interns are women, whilst less than 20% of the interns are male.

There is a therapeutic pedagogue in every level, Primary and Infant education often work together as well. The PT works individually with special needs students. There are

also three social workers that manage the ASD classroom. All the PT's and social workers are women.

Statistically, the school is formed mostly by women. With an average of two female tutors and one male tutor per grade. However, there is a predominance of male English teachers, with four of the six teachers being male.

The school offers learning opportunities where teachers from the Primary level (and their students) share and work with other levels (Infant and ESO), so the whole school community can learn from each other.

The students

There are 420 students in the Primary level, with an average of 23-24 students per classroom. The student community is quite heterogeneous, with a similar number of girls as of boys: 57% of the student population is female, while the other 43% is male.

Regarding the student population with NEAE (necesidades específicas de apoyo educativo) in the Primary level, they represent 10% of the total number of students. It is important to remember that NEAE students include children with ADHD, learning difficulties, high capabilities, late entry students, students at risk of socio-educational vulnerability and NEE (necesidades educativas especiales). Whereas NEE students include children with physical, psychological or sensory needs and students with severe behavioral, communication and language disorders (LOMLOE, Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación). NEAE students are entitled to methodological, spatial, and temporal modifications, whereas NEE students qualify for curricular adaptations.

The student group this syllabus is designed for is 5th year, 5th B to be precise. There are 24 students in the classroom, between 10 and 11 years old. All the students are at a maturity level corresponding to its age, cognitively speaking. Most of the class has been in the school for several years, only a couple of kids are relatively new to the system and organization of the school, but overall, there are no social adaptation cases that need further aids.

A more in-depth look into the student group and their needs can be found in the attention to diversity section.

5. OBJECTIVES

We can find displayed the objectives the *Decreto 61/2022* dictates for the whole Primary level of the Comunidad de Madrid which have an important role in the creation of this syllabus. Even though the law specifies more objectives, this syllabus focuses on the ones displayed below and takes them as inspiration and model for the syllabus objectives. This syllabus focuses on an interdisciplinary and holistic take of the English learning process; hence we can find objectives that aren't specific to the English language teaching but can apply to any subject.

Stage objectives:

Objetivos de etapa para Primaria
OBJ(A) Conocer y apreciar los valores y las normas de convivencia, aprender a obrar poniéndose en el lugar del otro, prepararse para el ejercicio activo de la ciudadanía y respetar los derechos humanos, así como su participación en una sociedad democrática.
OBJ(B) Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y de responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje, y espíritu emprendedor.
OBJ(C) Adquirir habilidades para la resolución pacífica de conflictos y la prevención de la violencia, que les permitan desenvolverse con autonomía en el ámbito escolar y familiar, así como en los grupos sociales con los que se relacionan.
OBJ(D) Conocer, comprender y respetar las diferentes culturas y las diferencias entre las personas, la igualdad de derechos y oportunidades de hombres y mujeres, y la no discriminación de personas por motivos de etnia, orientación o identidad sexual, religión o creencias, discapacidad u otras condiciones
OBJ(F) <u>Adquirir en, al menos, la lengua inglesa, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en</u>

situaciones cotidianas en este idioma.

OBJ(I) Desarrollar las competencias tecnológicas básicas e iniciarse en su utilización, para el aprendizaje, desarrollando un espíritu crítico ante su funcionamiento y los mensajes que reciben y elaboran.

OBJ(J) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.

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

The *Orden 5958/2010*, of the Consejería de Educación of the Community of Madrid also states overall objectives for the whole Primary level:

Overall objectives for Primary Education

- Use two languages competently: English and Spanish, across different subjects in the curriculum.
- Acquire new knowledge through the instrumental use of English.
- Value English and other languages in general as a means of communicating and understanding people from different places and cultures, and thus gain cultural awareness.
- Use previous experiences in other languages to acquire English language skills more quickly, efficiently, and autonomously.
- Demonstrate a willingness to learn.
- Build up their confidence in their ability to learn and communicate in English.
- Use different resources, including ICT, with increasing autonomy to obtain information and to communicate in English.
- Assess their progress in their learning process, building on achievements in previous years and through the different subjects taught in English.

Syllabus' objectives:

Now, focusing a little more on the syllabus, the following objectives are proposed, which are intended to be achieved throughout the academic year, being developed in the didactic units designed and in accordance with the objectives legislated for the stage and the subject. Said objectives were formulated for the reference group, according to their academic and developmental level. The legislation determines specific competencies according to each learning area, so the objectives aim for the students to reach the expected competencies.

These objectives will be evaluated following the educational law, which will be specified below.

- Use the English language to communicate effectively with others.
- Learn about and appreciate other cultures, showing interest and respect.
- Develop further knowledge, perfecting the language skills and systems.
- Show a positive attitude towards the language, subject, classmates and teachers.
- Reflect and assess their own learning process, identifying strengths and weaknesses, learning to improve their learning strategies.
- Develop a growing self-confidence and self-concept regarding their communicative skills.
- Use resources to learn in a safe and responsible way.

6. COMPETENCES

5.1 Key competences

The current Primary curriculum is organized in a competency-based way, taking as inspiration the Key Competences formulated by the EU Council on the 22nd of May of 2018 and reformulating them for the Spanish education system. These competencies are not in hierarchical order, they are all important and transversal. A competency-based curriculum aims for students to be capable at the end of the Primary stage. Operational descriptors are associated to each of the Key Competences, providing guidance on the skills that the students should acquire by the end of the Primary level.

A brief description of each Key Competence can be found below.

- Competence in linguistic communication: This competence supposes interacting in oral, written, signed or multimodal form in a coherent and adequate way in different environments and contexts and with different purposes. It implies using, the set of knowledge, skills and attitudes that allow understanding and interpreting oral, written, signed or multimodal messages, avoiding the risks of manipulation and misinformation, as well as communicating effectively with other people in a cooperative, creative, ethical way.
- Multilingual competence: It involves using different languages, oral or signed, to learn and communicate appropriately. This competence involves recognizing and respecting one's individual linguistic profiles and taking advantage of one's own experiences to develop skills to mediate and transfer between languages and to maintain and acquire skills in the familiar and official language(s). It also includes historical and intercultural aspects to learn about, value and respect the linguistic and cultural diversity of society.
- STEM competence: It involves understanding the world using scientific methods, mathematical thinking and representation, technology, and engineering methods to transform the environment in a responsible, sustainable way. Mathematical competence allows developing and applying mathematical perspective and reasoning to solve various problems in different contexts. Competence in science involves understanding and explaining the natural and social environment by

observing and experimenting to ask questions and draw conclusions based on evidence and interpret it. Competence in technology and engineering includes the use of knowledge and methodologies from the sciences to learn and communicate in a safe, responsible, and sustainable way.

- Digital competence: Implies the safe, healthy, sustainable, critical and responsible use of and interaction with digital technologies for learning, working and participating in society. It includes information and media literacy, communication and collaboration, digital content creation (including programming), security (including digital safety and cybersecurity skills), digital citizenship issues, privacy, intellectual property, problem solving, and computational and critical thinking.
- Personal, social, and learning to learn competencies: This competence involves the ability to reflect on oneself to know and accept oneself and promote continuous personal growth; manage time and information effectively; collaborate with others constructively; maintain resilience; and manage life-long learning. It also includes the ability to cope with the uncertainty and complexity; adapt to change; learn to manage metacognitive processes; contribute to one's own and others' physical, mental and emotional well-being, developing skills to care for oneself and of others through co-responsibility; and express empathy and deal with conflict in an inclusive environment.
- Civic competence: It helps students to exercise responsible citizenship and participate fully in social and civic life, based on an understanding of social, economic, legal, and political concepts and structures, as well as knowledge of world events and an active commitment to sustainability and the achievement of global citizenship. It means the conscious adoption of the values of a democratic culture founded on respect for human rights and the development of a sustainable lifestyle according to the Sustainable Development Goals for the 2030 Agenda.
- Entrepreneurial competence: It involves developing a mindset oriented towards acting on opportunities and ideas, rescuing the necessary knowledge to generate results of worth for others. This competence offers the students strategies to

adapt the look in search of needs and opportunities, it also trains the thinking process to analyze and evaluates the context, creating ideas using imagination and creativity, strategic thinking, and ethical reflections; it awakens the willingness to learn and take risks making decisions collaborating with others. It also improves motivation, communication, and negotiation skills.

- Competence in cultural awareness and expression: It involves understanding and respecting how ideas, opinions, feelings, and emotions are expressed and communicated creatively in different cultures and through artistic and cultural manifestations. It also involves a commitment to understanding, developing, and expressing one's own ideas and sense of place or role in society, understanding their own identity and cultural heritage.

All the competences are developed transversally during the whole level and in all the subject, however, this syllabus aims for the development of the multilingual competence. As previously stated, all the competences are linked to Operational Descriptors, which can be found in the annex, but the OD of the *Multilingual Competence* are displayed below.

Descriptorios operativos: Competencia plurilingüe (CP)
CP1. Usa, al menos, una lengua, además de la lengua propia, en su caso, y el español, para responder a necesidades comunicativas sencillas y predecibles, de manera adecuada tanto a su desarrollo e intereses como a situaciones y contextos cotidianos de los ámbitos personal, social y educativo.
CP2. A partir de sus experiencias, reconoce las diferentes lenguas y experimenta estrategias que, de manera guiada, le permiten realizar transferencias sencillas entre distintas lenguas para comunicarse en contextos cotidianos y ampliar su repertorio del lenguaje.
CP3. Conoce y respeta la variedad de las lenguas presentes en su entorno, reconociendo y comprendiendo su valor como factor de diálogo, para mejorar la convivencia.

5.2 Specific competences

The specific competences for fifth grade are described in the Decreto 61/2022 for the community of Madrid. These competencies are for the third cycle of primary, which means fifth and sixth grade. Each competence is linked to its corresponding evaluation criteria. The specific competences derive from the Key Competences, in this way, everything is connected: Key Competences and objectives are closely related, which are detailed in the Specific Competences, being assessed through the Evaluation Criteria, and learnt through the contents. The relation between specific competences, evaluation criteria and operational descriptors from each Key Competence, stated in the Real Decreto 157/2022, can be found in the annex.

7. CONTENTS

Once we have established the objectives and competences, it is time to mention the contents, which will be the vehicle that helps the students achieve our goals. The educational law Decreto 61/2022 arranges the contents (saberes básicos) dictated by the Real Decreto, for the Community of Madrid. These contents are distributed in blocks: *Comunicación, Plurilingüismo, Interculturalidad and Contenidos sintáctico-discursivos* (see annex).

The contents of the first three blocks are developed all throughout the year, in every unit. Because these contents are related to attitudes, interculturalism, classroom language and learning strategies.

Said contents are considered and inspire the organization of the didactic units. This project contains 15 didactic units for the English subject. This syllabus focuses only on the English as a second language, subjects taught in English using the CLIL method have different syllabuses, although, all subjects maintain a close relation: all the subjects follow similar thread. Some of the units will be connected to Arts, Music, and PE, since all three subjects are also taught in English by another teacher. These units will be distributed throughout the 2022-2023 academic year, lasting between two to three weeks.

The structure of the units is orientative since we start from the children's knowledge and interests. Priority will always be given to the children's learning pace and to what needs more in-depth work. In the next section, the didactic units will be described in tables that allow understanding the sequencing and connection of each one in a visual way.

This syllabus' common thread focuses on children's movies. Every unit has a special movie as theme, which is related to the units of the rest of the subjects. It is expected that the students are familiar with the movies, since the chosen films are quite popular, so the children are likely to know them, nevertheless, at the beginning of each trimester, one class will be saved to watch the film of the first unit of the trimester, the rest of the movies will be available to the children's families so they can watch them by themselves at home.

Sequence of the didactic units

Unit 1. Luca: What a nice summer!		Temp: Sept 7th – September 21st
Unit's learning goals		
<ul style="list-style-type: none"> - To relate experiences using past simple. - To use the adequate vocabulary. - To use ICT in a healthy and responsible way. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related to summer activities (go to the beach, go to the pool) hobbies (painting, drawing, playing...) • Wh questions 		
Content		
<p>Vocabulary: Hobbies and summer activities (hiking, camping, surfing, paddleboarding, snorkeling, fishing, sailing)</p> <p>Sintax-discourse:</p> <ul style="list-style-type: none"> - Expresión del tiempo: pasado (past simple): I went to the beach. I didn't go fishing. Did you go camping? - Wh questions in past: Where did you go? Who did you go with? When did you go? - Expresiones temporales (Last summer, months: July, August...). <p>Listening: Listen and comprehend other's vacations</p> <p>Speaking: Report some of their summer's experiences/activities using past simple</p> <p>Reading: Read peoples experiences during summer</p> <p>Writing: Write a blog entry about their summer</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1-1.2-2.1-2.2-2.3-4.2-5.1
CP, CD, CPSAA, CCL	1-2-4-5	
Final product		
<ul style="list-style-type: none"> - Individual task - Blog entry in past simple (online) retelling their summer adventures 		
Cross-curricular content		
Drawing of their favorite summer memory and talking about it in English/Arts class. Include the drawing to illustrate the blog.		

Unit 2. Turning red: back to school!		Temp: Sept 22nd – Oct 5th
Unit's learning goals		
<ul style="list-style-type: none"> - To present data using declarative sentences. - To collect and organize data for the class. - To recognize different school related vocabulary. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related to school subjects (Maths, English, P.E., Science, Social, Arts, Music) • What/where questions • Cardinal numbers up to 100 		
Content		
<p>Vocabulary: School subjects and context (subjects, principal, language assistant, classroom, cafeteria, library, playground, gymnasium, auditorium, computer lab, hallway, sports field, staircase)</p> <p>Syntax-discourse:</p> <ul style="list-style-type: none"> - Expresión de factualidad (declarative sentences: Math is the favorite subject of 2º B) - Expresión de relaciones lógicas: conjunción, disyunción y oposición (and, or, but) - Expresión de la cantidad: percentages <p>Listening: Listen and register other people's answers</p> <p>Speaking: Ask about people's preferences</p> <p>Reading: Read reports and facts</p> <p>Writing: Register collected data using declarative sentences</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1 – 2.1 – 2.2 – 2.3 – 3.1 – 3.2 – 4.1 – 5.2
CP, CCL, STEM, CE, CPSAA	1-2-3-4-5	
Final product		
<ul style="list-style-type: none"> - Groups of four, each group is assigned to a grade. - Investigation and statistical (written) report of Primary's favorite and least favorite subjects and places of the school. - Oral presentation of the results 		
Cross-curricular content		
Data collection in Math class		

Unit 3. Brave: My family and me		Temp: Oct 6th – 21st
Unit's learning goals		
<ul style="list-style-type: none"> - To describe family members. - To use information to interpret and solve riddles. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related family members (mother, father, brother, sister, uncle, aunt, cousin, grandpa, and grandma) • Wh- questions 		
Content		
<p>Vocabulary: Extended family members (daughter, son, siblings, parents, relatives, twin, triplets, niece, nephew, godparents, wife, husband) Adjectives: funny, caring, responsible, beautiful...</p> <p>Syntax-discourse:</p> <ul style="list-style-type: none"> - Expresión de la modalidad: capacidad y permiso (can). - To do/to be in questions: Does your mom...? Is your brother? - Afirmación: affirmative sentences <p>Listening: Listen and find out who is the other person talking about</p> <p>Speaking: Describe a relative (when were they born, do they have children...)</p> <p>Reading: Read about different kinds of families</p> <p>Writing: Write short riddles about family members</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1-1.2-2.1-2.2-3.1-4.1
CP, CL, CPSAA, CE, CC	1-2-3-4	
Final product		
<ul style="list-style-type: none"> - In pairs - Create short riddles for the rest of the class to guess 		
Cross-curricular content		
Fill in the lyrics to the song: 7 years – Lukas Graham in Music class.		

Unit 4. Big Hero 6: Healthy me		Temp: Oct 24th – Nov 10th
Unit's learning goals		
<ul style="list-style-type: none"> - To act a dramatic representation of a visit to the doctor using modal verbs. - To write and plan oral interventions for everyone in the group to participate. - To link specific treatments to its corresponding illness. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related to health and treatments (doctor, nurse, dentist, hospital, ...) and body parts and illnesses (head, stomach, arms, legs, ears, teeth, throat, flu, cold, ...) • Understanding of the verb "to have" 		
Content		
<p>Vocabulary: Health and treatments (appointment, crutches, bandage, wheelchair, X-ray, surgery, medicine, cream) and illnesses and body parts (throat, allergy, ache, sore, feel sick, cough)</p> <p>Syntax-discourse: Modal advice verbs (should- shouldn't), obligation (have to and must/mustn't) and necessity (need to)</p> <p>Listening: Listen to different people explain their illnesses and identify a treatment for it.</p> <p>Speaking: Give advice using modal verbs.</p> <p>Reading: Read texts messages between friends explaining why they can't go to a meeting.</p> <p>Writing: Write a script for a dramatic representation.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1-1.2-2.1-2.3-3.1-3.2-4.1-4.2
CCL, CP, CD, CPSAA, CE	1, 2, 3, 4	
Final product		
<ul style="list-style-type: none"> - Groups of 4-5 learners - Dramatic representation to a doctor's visit following a script 		

Unit 5. Inside Out: Express yourself!		Temp: Nov 14th – 28th
Unit's learning goals		
<ul style="list-style-type: none"> - To read and compare literature and chose a story to tell 1st graders. - To know and identify feelings and how to calm oneself and make oneself feel better. - To use imagination to write a short poem about feelings. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related to the basic emotions (happy, sad, angry, etc.) • Use of the verb need and want 		
Content		
Vocabulary: Feelings, emotions (nervous, anxious, excited, thrilled, terrified...)		
Syntax-discourse:		
<ul style="list-style-type: none"> - Expresión del tiempo (Present continuous: I enjoy playing soccer, I love reading) I feel happy/sad/excited when 		
Listening: Listen to other children's feelings and troubles		
Speaking: Give advice on how to feel better from your experience and what you do to feel better.		
Reading: Read a story to young children, caring about pronunciation and punctuation.		
Writing: Write a short poem about what is like to feel some feeling, for the students to choose.		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1 -1.2 – 2.1 -2.3 – 3.2 -4.1 -5.1
CP, CPSAA, CC, CE, CCL	1-2-3-4-5	
Final product		
<ul style="list-style-type: none"> - In groups of 3 - Read and choose a book about feelings, to read to the children in 1st grade 		

Unit 6. Ice Age: get your winter clothes!		Temp: Nov 29th – Dec 19th
Unit's learning goals		
<ul style="list-style-type: none"> - To identify clothing items that are appropriate for winter. - To write correctly sentences using possessives. - To appreciate the Inuit culture. - To communicate with younger kids, using correct language and being respectful. 		
Previous knowledge		
<ul style="list-style-type: none"> - Clothing vocabulary (pants, shoes, shirts...) - Use of the verb "need" - The weather 		
Content		
<p>Vocabulary: Winter clothing (coat, jacket, scarf, gloves, boots, snowsuit, earmuffs, fleece jacket, beanie)</p> <p>Syntax-discourse: Expresión de la posesión (I have/haven't got) possessives.</p> <p>Listening: Listen to the weather forecast and plans an appropriate outfit.</p> <p>Speaking: Conversate with younger students about winter and winter clothing.</p> <p>Reading: Read a letter from Inuit children, understanding the gist.</p> <p>Writing: Write a letter describing winter in Spain and how to dress for it.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	
CPSAA, CCEC, CP, CCL	1-2-3-6	1.1 – 1.2 – 2.1 – 2.3 – 3.1 – 6.1 -6.3
Final product (for the students to choose)		
<ul style="list-style-type: none"> - Travel list of appropriate clothing for a Winter adventure (pairs/trios) - Listen and draw: description of clothing (in groups of 4-5 for the rest of the class) - Write a postcard to a friend about to how to dress for a winter holiday (individual) 		
Cross-curricular content		
Learn about winter sports in P.E.		

Unit 7. Ratatouille: cooking adventures!		Temp: Jan 9th – 19th
Unit's learning goals		
<ul style="list-style-type: none"> - To learn about traditional meals from different countries. - To organize information using a recipe genre. - To communicate a recipe in a clear and way. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related to food (proteins: chicken, meat, fish, egg; vegetables: tomato, carrot, broccoli; fruits: apple, orange, peach; grains: rice, pasta) • Verbs (to cook, to bake) • Measurements (spoon, teaspoon, cup) 		
Content		
<p>Vocabulary: Proteins (lamb, pork) vegetables (eggplant, zucchini, bell pepper...) grains (noodles, quinoa) fruits (strawberry, pear) kitchen supplies (pot, pan, oven, stove) verbs (to stir, to mix, to add, to chop, to fry) measurements (a pinch, grams, milliliters)</p> <p>Sintax-discourse:</p> <ul style="list-style-type: none"> - Expresión de la cantidad: singular/plural. Quantity: all, (too) many, a lot, (a) little, more, (too) much, half, a bottle/cup/glass/piece of. - Expresión de tiempo: Sequence (first, then, after that...) - Give instructions. <p>Listening: Listen to people from different parts of the world talk about their traditional Christmas meals</p> <p>Speaking: Give instructions about meal preparation, using quantities and measurements.</p> <p>Reading: Read recipes and match them with images of the food.</p> <p>Writing: Write a recipe, organizing the information in ingredients and preparation.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.2 - 2.1 - 2.2 - 3.2 - 4.1 – 5.1 - 6.1-6.2
CP, CD, CCL, CE, CPSAA, CCEC	1-2-3-4-5-6	
Final product		
<ul style="list-style-type: none"> - Individual task - Video recording of a recipe of their favorite meal 		

Unit 8. The Lorax: guardians of the Earth		Temp: Jan 23rd – Feb 2nd
Unit's learning goals		
<ul style="list-style-type: none"> - To understand the importance of sustainable habits - To identify changes they can make in their habits to help the planet - To propose sustainable alternatives - To use ICT to create and portray the main ideas and solutions to climate change. 		
Previous knowledge		
<ul style="list-style-type: none"> • General descriptions of places • Nature vocabulary (trees, forest, ocean, Earth) 		
Content		
<p>Vocabulary: Ecology related vocabulary (ecosystem, habitat, biodiversity, pollution, energy, climate change, sustainability)</p> <p>Syntax-discourse: Expresión de capacidad (can), deber (should)</p> <p>Listening: Listen to children from different parts of the world describe their surroundings.</p> <p>Speaking: Converse with each other giving advice in how to take care of our planet.</p> <p>Reading: Read the Lorax book by Dr. Seuss</p> <p>Writing: Write bullet points using can and should.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1 – 1.2 – 2.1 – 2.3 – 3.1 – 4.2 – 6.2
CP, CCL, CE, CPSAA, STEM, CD, CC	1-2-3-4-6	
Final product		
<ul style="list-style-type: none"> - In pairs - Poster about healthy habits we can add to our routines 		
Cross-curricular content PROPOSAL		
Decorate the poster in Arts class		

Unit 9. Rio: Amazing Amazon		Temp: Feb 6th – 20th
Unit's learning goals		
<ul style="list-style-type: none"> - To become an expert in biology (one animal each). - To describe the animals' characteristics using adverbs of manner. - To use ICT to investigate about the animal. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related to jungle animals (turtle, monkey, panther, snake, iguana, frog) • Adjectives (fast, slow, big, small) 		
Content		
<p>Vocabulary: Jungle life (toucan, macaw, cockatoo, bat, jaguar, caiman, capybara) Adjectives (clumsy, agile, careful...) Animal characteristics (feathers, scales, beak, fur, claws)</p> <p>Syntax-discourse: Expresión del modo (adverbs of manner: slowly, quickly, carefully, beautifully...)</p> <p>Listening: Listen to biologists talk about a certain jungle animal and identify the animal</p> <p>Speaking: Describe an animal using adverbs of manner</p> <p>Reading: Read about specific jungle animals on the internet to become an expert of that animal</p> <p>Writing: Write a file about the chosen animal, following a scientific structure.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1 – 1.2 – 2.1 – 2.2 – 3.2 – 5.2 – 5.3
CP, CCL, CE, STEM, CPSAA, CD	1-2-3-5	
Final product		
<ul style="list-style-type: none"> - Individual task - Personal file for a jungle animal, using modal verbs and adjectives to describe it. 		
Cross-curricular content PROPOSAL		
Karaoke of “See you later, alligator” by Bill Haley in Music class.		

Unit 10. Finding Dory; Under the sea		Temp: Feb 21st – Mar 8th
Unit's learning goals		
<ul style="list-style-type: none"> - To identify and learn about marine life. - To describe animals according to their physical characteristics/appearance - To imagine and create a fictional story from an animal's perspective. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related to marine life (shark, fish, dolphin, algae, ocean, sea) • Animal characteristics (scales, fins, claws...) • Use of present simple 		
Content		
Vocabulary: Marine life (jellyfish, crab, whale, coral)		
Syntax-discourse: Questions using auxiliar verbs (has it got, does it, is it...?)		
Listening: Listen a story adaptation about the book "Twenty Thousand Leagues Under the Seas" from Julius Verne		
Speaking: Answer and ask about the animal to guess which one it is using auxiliary verbs.		
Reading: Read about the whale's communication style		
Writing: Write a short story (page long) from the point of view of an endangered marine animal living in an aquarium (like Dory)		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1 – 1.2 – 2.1 – 2.2 – 4.1 – 5.2 – 6.3
CD, CCL, CC, CCEC, CPSAA	1-2-4-5-6	
Final product		
<ul style="list-style-type: none"> - Individual task - Write a short story about an endangered animal living in an aquarium 		

Unit 11. Brother bear: Season of adventures		Temp: Mar 9th – 27th
Unit's learning goals		
<ul style="list-style-type: none"> - To recognize weather language and advice activities to do during them. - To indicate duration and time related to weather phenomena. - To write a poem about a chosen landscape. - To follow written structures according to the genre. 		
Previous knowledge		
<ul style="list-style-type: none"> • Lexis related to the seasons (summer, fall, winter and spring) landscapes (mountain, beach, forest, jungle, desert, river) 		
Content		
<p>Vocabulary: Weather (rainy, sunny, snowy, cloudy, humid, dry), atmospheric phenomena (rain, blizzard, sandstorm, snowstorm, hail, rainbow, northern lights)</p> <p>Syntax-discourse: Expresiones temporales (indications of time and duration: tomorrow, today, this afternoon, tonight, for two days, all day long...) Expresión del tiempo future (going to-will)</p> <p>Listening: Listen to the weather forecast and guess to which season it belongs</p> <p>Speaking: Indicate the weather using time expressions and future simple</p> <p>Reading: Read about atmospheric phenomena around the world (hurricanes, tsunamis, etc.)</p> <p>Writing: Write a poem about a chosen landscape.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1 – 1.2 – 2.1 – 2.2 – 3.2 – 4.1
CP, CCL, CD, CPSAA	1-2-3-4	
Final producto (for the students to choose between)		
<ul style="list-style-type: none"> - Blog entry about the weather in a chosen part of the world - Dramatic representation of the weather channel for different countries 		

Unit 12. Madagascar: In the concrete jungle		Temp: Apr 11th – 24th
Unit's learning goals		
<ul style="list-style-type: none"> - To give directions to find places in the city. - To ubicate themselves in a map and follow indications. - To listen and recreate directions in a map. 		
Previous knowledge		
<ul style="list-style-type: none"> • City vocabulary (school, hospital, hotel, restaurant, police station, fire station, park, store) public transport (taxi, bus, metro, train) directions (left, right, straight) 		
Content		
<p>Vocabulary: Main city buildings (zoo, post office, gas station, train station, airport) public transport (tram, ferry) Verbs: Get on, in, off, take, ride</p> <p>Sintax-discourse:</p> <ul style="list-style-type: none"> - Expresión del espacio (adverbs of location, direction, distance: across, towards, nearby, around, behind, in front, next to, ahead) <p>Listening: Listen to a tour guide talk about special landmarks of the city and where to find them.</p> <p>Speaking: Converse with each other giving directions to go to someone's house or a special place.</p> <p>Reading: Interpret a map of the school to find the hidden treasure.</p> <p>Writing: Fill the directions to complete the map and the location of the Natural History Museum.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1 – 1.2 – 2.1 – 2.2- 3.2- 5.1- 6.3
CP, CCL, CPSAA, CD, CC	1-2-3-5-6	
Final product		
<ul style="list-style-type: none"> - In pairs - Audioguide for foreigners, each group a different city place. 		
Cross-curricular content		
Work with directions guiding each other through a maze (one closing the eyes, the other one guiding)		

Unit 13. Lilo and Stitch: Out of this world		Temp: Apr 25th – May 15th
Unit's learning goals		
<ul style="list-style-type: none"> - To describe and compare the planets. - To learn about the moon landing and its repercussions for the humans. - To listen and find the missing words in a song. 		
Previous knowledge		
<ul style="list-style-type: none"> • Space vocabulary (sun, moon, stars, planets) • Adjectives: Big, small, warm, cold, hot, close, far 		
Content		
<p>Vocabulary: The planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune) space vocabulary (galaxy, universe, Milky Way, meteor, rocket, astronaut, UFO).</p> <p>Sintax-discourse:</p> <ul style="list-style-type: none"> - Comparación (comparatives and superlatives: as Adj. as; bigger (than); the smallest). - Expresión de la modalidad (factualidad: declarative sentences) <p>Listening: Listen to a podcast about the planets and the possibility of life outside of the planet.</p> <p>Speaking: Describe a planet comparing it to the Earth or the Sun.</p> <p>Reading: Read about the Moon Landing in 1969</p> <p>Writing: Fill in the gaps in the song “Spaceman” by David Bowie.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	
CP, CCL, CPSAA, STEM, CC, CE	1-2-3-4-6	1.1 -1.2 – 2.2 -2.3 – 3.2 -4.2 -6.2
Final product		
<ul style="list-style-type: none"> - Groups of 3-4 - Model of their favorite/chosen planet + description 		
Cross-curricular content		
Karaoke with the song “Spaceman” by David Bowie in Music class		

Unit 14. The Croods: A long time ago		Temp: May 16th – 30th
Unit's learning goals		
<ul style="list-style-type: none"> - To learn how to use properly the past continuous. - To listen and read about discoveries in the present and in the prehistoric times. - To write a story using the past continuous. 		
Previous knowledge		
<ul style="list-style-type: none"> • Use of past perfect • Use of present continuous 		
Content		
<p>Vocabulary: Prehistory (cavemen, hunters, gatherers, mammoth, cave paintings). Adjectives (big, small, smart...)</p> <p>Syntax-discourse: Use of past continuous</p> <p>Listening: Listen to a story about cavemen and their daily activities.</p> <p>Speaking: Retell your morning routine interrupted by a major event using past continuous</p> <p>Reading: Reading a newspaper article about the finding of dinosaur bones in a town</p> <p>Writing: Write a short story about cavemen and make suppositions about what they were doing when they discovered fire.</p>		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.2 – 2.1 -2.2 –
CP, CCL, CPSAA, CE	1-2-3-4-6	3.1 -4.1 -6.2 -6.3
Final product		
<ul style="list-style-type: none"> - In pairs - Write a short story of a tribe of cavemen and what they were doing when they discovered the fire. 		

Unit 15: Meet the Robinsons: Moving forward!		Temp: May 31st – June 13th
Unit's learning goals		
<ul style="list-style-type: none"> - To imagine and write about the future using future tenses. - To compare life in the 1980's or before and now. - To read and comprehend letters. 		
Previous knowledge		
<ul style="list-style-type: none"> • Comparisons • Past tenses 		
Content		
Vocabulary: Technology (robots, invention, time machine, teleportation, flying cars)		
Syntax-discourse: Expresión del tiempo futuro (going to, will)		
Listening: Listen to family members talk about how their life was and how it changed with the technology.		
Speaking: Conjecture and imagine how life will be in 2050.		
Reading: Read the letters children from 1980 wrote describing the year 2023 and compare it to the actual present.		
Writing: Write a letter using the future tense.		
Competencies		Evaluation criteria
Key competencies	Specific competencies	1.1 -1.2 -2.1 -2.2 -3.2 -4.1
CP, CCL, CE, CPSAA, CD	1-2-3-4	
Final product		
<ul style="list-style-type: none"> - Individual task - Write a letter to deposit in a time capsule, writing how they imagine the future. 		

Project	Temporalization	Final product
Halloween	October 26 th -27 th	Posters about Halloween in the United States and Mexico's "Día de los Muertos"
Christmas	December 20 th -22 nd	Decoration of the classroom and helping Infant Education children (age 4) to write a letter to Santa Claus.
Valentine's day	February 14 th	Creation of "The lovely mailbox" and anonymous caring letters to other students/teachers
St. Patrick's Day	March 16 th	Creating a comic about St. Patrick's life.
Easter	March 28 th – 30 th	Collectively writing a story about the Easter bunny and its origin to tell 1 st grade children.
Europe's day	May 8 th – 9 th	Mail correspondence with children from across Europe, describing themselves and hobbies, dreams, etc.

Temporalization

The temporalization of the units considers the present academic year (2022-2023), its corresponding holidays, and the hours of English subject of the school (4 times a week, two 1-hour sessions and two 45-minutes sessions). Which leaves us with:

1st Trimester: 55 sessions, 6 units

2nd Trimester: 46 sessions, 5 units

3rd Trimester: 39 sessions, 4 units

With this amount of class sessions, the fifteen units are distributed so each unit lasts between 8 and 9 sessions, giving the opportunity to dedicate some sessions to international holidays such as: Halloween, Christmas, Valentines' Day, Saint Patrick's Day, Easter, and Europe's day.

Temporalization		
Trimester	Units	Dates
1 st Trimester (September 7 th – December 22 nd)	Luca: What a nice summer!	September 7 th - 21 st
	Turning red: Coming back to school	September 22 nd – October 5 th
	Brave: Me and my family	October 6 th – October 21 st
	Big Hero 6: Healthy me	October 24 th -November 10 th
	Halloween project	October 26 th – October 27 th
	Inside Out: Express yourself!	November 14 th – November 28 th
	Ice age: Get your winter clothes!	November 29 th - December 19 th
	Christmas project	December 20 th – December 22 nd
2 nd Trimester (January 9 th – March 30 th)	Ratatouille: Cooking adventures	January 9 th – January 19 th
	The Lorax: Guardians of the Earth	January 23 rd – February 2 nd
	Rio: Amazing Amazon	February 6 th – February 20 th
	Valentines' day project	February 14 th
	Finding Dory: Under the sea	February 21 st – March 8 th
	Brother Bear: The adventure of the seasons	March 9 th – March 27 th
	St. Patricks' day project	March 16 th
	Easter project	March 28 th – March 30 th
3 rd Trimester (April 11 th - June 22 nd)	Madagascar: The concrete jungle	April 11 th – April 24 th
	Lilo and Stitch: Out of this world!	April 25 th - May 15 th
	Europe project	May 8 th - May 9 th
	The Croods: A long time ago	May 16 th – May 30 th
	Meet the Robinsons: Moving forward.	May 31 st – June 13 th
	Final exams week	June 14 th - June 22 nd

8. LEARNING OPORTUNITIES

Intervention principles

To understand the cornerstones of modern education, and therefore also of this syllabus, it is necessary to mention some important authors who have influenced a change in education and how these principles shape the syllabus.

First, we mention **Jean Piaget**, a Swiss constructivist psychologist, who theorized about the stages of cognitive development, a contribution on which today's education is based in order to understand how knowledge is constructed. This syllabus considers that the age of the target audience is at the concrete operational stage. During this stage, children begin to use logic to draw valid conclusions, as long as the presuppositions from which they start have to do with concrete rather than abstract situations. In this stage, the systems of categories for classifying aspects of reality become notably more complex, and the style of thinking ceases to be so predominantly egocentric. Intelligence is shown throughout logical and systematic manipulation of symbols related to concrete objects (Huitt & Hummel, 2003). This is why the syllabus understands that language learning is abstract and therefore the methodologies and approaches used try to make the knowledge something concrete and accessible to the children. To do this, the language is related to their interests and necessities, aiming for a day-to-day language skills.

Also worth of mention is **David Ausubel**, another constructivist, who states that the student's learning ability depends on their previous knowledge about the subject of learning. Ausubel's contribution is considered in order to know how children learn, starting from what they already know to understand what is new, so the learning is significant (Ausubel, 1983). This syllabus uses something as familiar and known for the children as animated movies to create a theme and gives the opportunity to learn relying on meaningful media. Meaningful learning also means that the student will be able to transfer what they learn to their day-to-day life, to new situations (Agra et al.,

2019) this is why the content of each unit is related to not only the movies and their significance to the children but also is useful for their daily lives.

Lev Vygotsky states that language develops from interactions, which is why the social environment takes a lot of importance. The classroom is a safe and supportive environment, in which communication is promoted and encouraged. Vygotsky also contributes to education the concept of the Zone of Proximal Development, which is the level between what the children know or can do by themselves (real level of development) and what the child can do with the help of others (level of potential development). This means that learning happens with the support of social interactions with others. This is also related to the Scaffolding theory of **Jerome Bruner**, which tells us that the teacher must provide aids and supports to the students as a scaffolding to get where they cannot go on their own until they can do it. Scaffolding is a process in which both teacher and students are involved, the adult provides just enough assistance so the student can reach the small step and the student makes the effort to do it and is prepared to do it alone for the next stage (Essays, UK., 2018). This syllabus is planned so the tasks are a challenge that can be achieved with a little help. Easy enough to keep them encouraged and hard enough to be a challenge for them.

Noam Chomsky states that children have the natural capacity to acquire language if they are surrounded and immersed to it (Cowie, 2017), which is why the school and this syllabus encourage the use of English in every situation to improve the language acquisition. The school aims for a bilingual level, hence the English taught subjects, but also introducing English in the children's routines to help the process. This syllabus believes in immersion, which is why the teacher and the students speak solely in English, trying to avoid translations, especially in classroom language.

Stephen Krashen, linguist like Chomsky, writes 5 hypotheses about second language acquisition: the differentiation between acquisition and learning, the monitor hypotheses, the input hypotheses, the affective filter, and the natural order hypotheses (Schütz, 2019). These hypotheses shape up this syllabus. It aims for a meaningful approach and interaction with the second language, believing that the communicative act is the most important objective of ESL. The syllabus aims for the children to become

monitors of the language over time, which is why it also focuses on teaching syntax and grammar, so the children can correct themselves and polish the language. The input hypothesis is related to the Scaffolding theory. The syllabus proposes activities and tasks that are a reachable challenge for the students. The affective filter takes a relevant place in this syllabus, it is important that the learners have self-confidence, feel motivated and feel a positive connection with the language.

Methodologic resources

The school doesn't have a single specific methodology used, instead, we believe in finding what is beneficial and useful for the learner's development. Many theories and methodologies have something meaningful to offer. A synergy of methodologies offers a rich approach to learning, exploring the children's capacities and learning styles, helping with the development of their metacognition. However, some methodologic resources are:

- **Task Based Learning (TBL):** This syllabus considers the learners' interests and necessities. The students have a central role in their learning process, which is meaningful to them. To succeed, children need to work collaboratively and translating what they learn into a product instead of merely memorizing everything for a test. This is motivating because they can see what they have learnt through a visible, concrete, and useful result.
- **Communicative Language Teaching (CLT):** The main goal of this syllabus is to teach students to be competent in English as a second language, which means that communication is key. Rather than teaching them pure grammar, the aim is to help develop communicative competences, students that can comprehend and produce messages that are useful and purposeful in their day-to-day.

Learning techniques

Some of the learning techniques that will be used in the classroom are:

- The alphabet game.
- Karaoke
- Games such as Scrabble or Guess the Word

- Roleplays
- Handouts and worksheets
- Storytelling
- Listening activities
- Online games

Space, time, and human resources

Space resources

The school provides many spaces that can be used to learn. This syllabus seeks to provide different scenarios for knowledge to be fun and interesting. According to the purposes of the units, tasks or if the teacher believes it could be beneficial, the following spaces can be of utility.

- Classroom: The main classroom is one of the most used and recommended spaces, the students are used to it, and it is comfortable for tasks such as writing, listening, and reading. As said before, the classrooms are separated by a sliding door that can be opened and work with the other classes if the activity needs it, in these cases, we would be using two classrooms.
- ICT classroom: There are tasks that need the use of computers or tablets. Although the tablets can also be used in the main classroom, the ICT lab is a great option to allow all the students to work with technology.
- Hallway: The school hallways are usually the place where the final visual products are displayed but can also serve as a “more informal” space, where children can get together and plan their final tasks or work in groups. It is spacious enough and gives the opportunity to walk more freely.
- Assembly Hall: Commonly used to act or present any drama tasks.
- Courtyards and/or sports fields: Recommended for active and movement-based tasks. It is also recommended and encouraged the change of scenery as well as open air activities.
- Roma Park: Some activities require contact with nature and the park is a great place to switch the classes and experiment with different environments.

Time resources

The school's working hours are from 9 am until 4 pm, with a two-hour lunch break, As mentioned before and in coordination with the educational law, the school dedicates 30% of the school hours to the development of English as a Foreign Language. The English subject occupies four sessions of the school schedule, as well as the CLIL subjects. The English hours are organized in the following schedule:

5TH GRADE "B" TIMETABLE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:00	Lengua	English	Lengua	CCSS	Lengua
10:00-11:00	Matemáticas	PE	Matemáticas	Matemáticas	Matemáticas
11:00-11:30	RECESS				
11:30-12:30	English	Matemáticas	Art	CCEE	CCSS
12:30-14:30	LUNCH				
14:30-15:15	CCEE	Lengua	English	PE	Lengua
15:15-16:00	Teatro	Music	Valores	English	Valores

Human resources

The people that can make this syllabus possible are not only teachers. The school encourages an active participation of the families in the children's learning process. Their role will be described in this section.

- English teacher: The main source of guidance and the one who oversees the optimal performance of the syllabus. This teacher must be qualified to teach ESL. This teacher manages the classes, assesses the learning process and coordinates with the other specialists so the project runs smoothly.
- Language assistant: Several language assistants work with the school; they are assigned to one or two classes and are present and active during the English lessons in said classes. The opportunity to work with a language assistant lets the learning process to be more personalized, helping with the management of the class and allowing the students to receive an even closer attention from the

adults. The language assistant also gives the class an amazing opportunity to learn about other cultures and be immersed in the language.

- CLIL teachers: The specialized teachers for Arts, Music and P.E. are also licensed to teach their subjects in English. They are in close communication and coordination with the English teacher. Some units offer the chance to work transversally, following the same theme-thread and engaging the students to learn and have fun.
- Other subjects' teachers: In concordance to what was said before, some activities can benefit of being cross-curricular. This does not mean the other subjects need to be taught in English, but that what they are learning in those subjects can be helpful and interesting to learn in the English class as well. To do this, all the teachers need to work closely and collaborate.
- Families: The school welcomes the families to have an active role in their children's education. A special space for this is "Family Fridays", that take place once every unit in the case of the English subject. In this space, the families can lead and participate on short workshops related to the unit the children are working on. The English teacher needs to coordinate with the volunteers as on how they can help and participate. Families are also welcomed to visit the classes and ask about their children's progress.

Material resources

As for the materials that will be used in the classes and for the tasks and activities:

- School supplies: expendable, such as pencils, pens, erasers, white paper, paper clips, markers, cardboard, etc. and non-expendable, such as scissors, sharpeners, rulers, etc.
- Handouts: The school does not use books, so the teachers create the resources and materials specifically for the children. The English teacher designs the units and the activities for each unit, which are handed out to the children at the beginning of the trimester.
- Class furniture: Chalkboard, desks, chairs, shelves, desk for the teacher.

- Books: Every classroom has a library with books age appropriate, there is a section with English books as well.

Digital resources

This syllabus involves the technology as a helpful tool in the children's learning process. Technology is flexible, customizable, and useful. For children with NEE it can mean a huge support. The use of ICT in the classroom is always supervised and the teachers and students are prepared to use it to help learning. The ICT tools used in the classroom are:

- Hardware: Laptops, tablets, digital cameras, microphones, headphones, digital whiteboard.
- Software: Most of the software used in class are educational and child friendly. The ones that are not specially designed for children have secure search and all the limitations and restrictions needed to protect the students and create a healthy digital environment. Some of the software used in this syllabus are:
 - o Google (Drive, Documents, Slides)
 - o Teams (for communication and group projects outside of schooltime)
 - o Bamboozle
 - o Kids A-Z
 - o OpenDyslexic
 - o WordReference Spanish-English dictionary
 - o ESL Games Plus
 - o LearnEnglish Teens
 - o Kahoot
 - o Storybird
 - o ELLLO
 - o ISLCollective

9. EVALUATION

The evaluation is a key moment in the learning process. It allows us to see the development of the students as well as the effectiveness of the teaching methods used by the teachers and the achievement of the proposed objectives for the cycle. The evaluation is an activity that requires the proper attention and time to be as accurate and useful as possible. The evaluation process is not only useful for the students, but for the teachers as well, allowing the teachers to reflect about the teaching process to see in what ways it can be improved, and the strong points of the methodology and strategies used.

As it is stated in the *Artículo 19 of the Decreto 61/2022*, the assessment must be:

- The evaluation must be global, continuous, and formative.
- The evaluation considers the development of the competences.
- Teachers will evaluate the students' learning process and their own teaching practice.

The *Artículo 19* also states that the evaluation should be expressed qualitatively using the following terms: Insuficiente (IN), Suficiente (SU), Bien (BI), Notable (NT) and Sobresaliente (SB). In a scale from 1 to 10, this is the relation between the grades:

- ✓ >5: Insuficiente (IN)
- ✓ 5-6: Suficiente (SU)
- ✓ 6-7: Bien (BI)
- ✓ 7-9: Notable (NT)
- ✓ <9: Sobresaliente (SB)

The aim is to apply new criteria, based on performance levels related to the Key Competences. This enables a more inclusive, flexible, and personalized evaluation, to address different students' profiles, fulfilling an inclusive education model. A continuous assessment means that the evaluation will be carried out all throughout the year, in which we can find three meaningful moments of the evaluation:

- **Initial assessment:** At the beginning of the course, a placement test will be conducted. This test will not be graded and will not affect the quarterly report, but

it will be useful to know the current level of the children and to adjust the program according to their needs.

- **Continuous assessment:** As the name indicates, the continuous evaluation will be carried out throughout the year. This evaluation will be based on the performance of the children, both the attitudes that are observed and the tasks that are realized in each unit, which will be collected in the student's personal portfolio.
- **Final assessment:** The final evaluation will take place at the end of each unit. Students will have to represent what they have learned in different ways. The part played by the students is very important when it comes to choosing the product of the unit of the end of the trimester. Through voting, the final result will be chosen from a range of options pre-selected by the teacher. These options, of course, will be based on the *evaluation criteria* established by law and will take into account the four skills: listening, speaking, reading and writing.

The evaluation criteria are linked to the achievement of the specific competences, which are as well related to the Key Competences. This criteria is specific to the English subject and the third cycle of the Primary level. A table stating the relation between these curricular elements can be found in the annex.

Evaluation strategies, techniques, and instruments

The evaluation strategies used will be both *formative* and *summative*. Formative, since it is oriented to the learning process and helps to identify areas that need support. And summative since it informs us of what has been learned, being oriented towards a final product.

There are also three types of evaluation: hetero-assessment, self-assessment, and peer-assessment.

- ❖ In the first category, hetero-assessment, the assessment is made by one person regarding another one (teacher-student). These are some techniques and strategies used in this kind of evaluation:

- One of the learning assessment techniques/strategies used will be the observation as a method of data collection, in a systematic, continuous, and global way. The observation will be accompanied by a rubric, which will collect the standards for the level of student performance. This will allow the teacher to observe development of the students in different areas such as in terms of attitude towards the assignments and the subject and the performance in language skills (listening, speaking, reading, and writing) and systems (grammar, lexis, phonology, and functions). The assessment results will be expressed qualitatively in terms of achievement level rather than numerical results. This evaluation weights 20% of the final grade.
 - The teacher will also have a field notebook, which compliments the observation strategy. The teacher will write down thoughts, observations, ideas, and possible improvement opportunities. In this notebook, each student will have a special section, so all the development and any important information is registered. This notebook helps the teacher to obtain a global and holistic perspective of the students' development. The teacher's observations weight 10% of the final grade
 - Another technique is the use of personal portfolios, in which the students will collect all their papers, worksheets, research, writings, posters, presentations, mind maps, vision-mood boards and every activity done in class. Most of the speaking activities will require a short script as well, so there is a record of it. All the work will be evaluated and marked using checklists or rubrics and given back to the students afterwards. The personal portfolio, complete and correct, represents the 20% of the final grade.
 - Since one of the methodologies used is Project Based Learning, the final products of each unit are also a way to evaluate. These products vary according to the unit, and they can be written documents (presentations, stories, scripts, letters), spoken documents (audios, videos), performances (drama, songs, roleplays), models, etc. The final product represents the 50% of the unit's grade.
To obtain the final grade, we will use the average grades of the 15 final products.
- ❖ A co-assessment occurs when the students evaluate their peers. This is important because one of the main methodologies followed is Cooperative Learning, meaning

that most of the activities need group work. Giving the students the opportunity to co-assess not only means they have an active role in their learning process, but also requires a thoughtful understanding of how they work better, how they can improve, what is not helping them, how to be resolute... This, of course, does not mean the students grade each other, but it helps the teacher to understand the group situation and the information adds another point of view to the holistic overview of the learning process. The tools used for the co-evaluation are rubrics and checklists.

- ❖ The self-assessment is an important part in the evaluation process because it gives to opportunity to reflect about their own learning process. Students learn how they learn, what they need and what are their strengths. This metacognitive process also allows the students to reflect about the quality of their own work and how they match the criteria established by the teacher (Andrade & Valtcheva, 2009). Some self-assessment tools are rubrics, checklists, scales, exit slips, traffic lights.

Evaluation of the teaching practice

Another very important aspect of the teaching process is the self-evaluation the teacher does of their own teaching practice (Huber & Skedsmo, 2016). This reflective process, as well as the students' assessment, is a continuous process, with three main moments: an **initial evaluation** considers the elaboration of the syllabus in relation to the students, allowing the teacher to assess if the planning fits the students accordingly, to reflect whether the teacher is prepared to a new academic year. The second moment happens during the academic year, all throughout the teaching process, so the teacher analyzes if the results that are being obtained are planned, if something needs to be changed, if the teaching process is developing as expected. This **during the teaching process assessment** is also an opportunity to contemplate the idea of changing or keep the techniques and methodology, the timing, etc. And finally, the **final evaluation** makes it possible to review the entire teaching practice, the level of achievement and the result of the syllabus. This helps understand the didactics, the teaching style and everything that can be improved. This evaluation is very valuable, so the opportunity to have feedback from other professionals is always welcome. This is why we encourage the teachers to open their classrooms to more teachers, in a safe and trusting

environment, so we can learn from each other. This evaluation can be gathered in the field notebook and a rubric can be created in addition to it, to act as a guide.

10. ATENTION TO DIVERSITY

We live in a diverse world and our classrooms are diverse as well. This is the reason why this syllabus proposes a flexible approach to the learning English. Everyone learns in a different way and understands better with different inputs, the teacher needs to be ready to observe and make all the necessary adjustments, so the learning is accessible to all the children. This syllabus follows the UDL Guidelines offered by the CAST (2018), aiming to make ESL available for all the students, providing means of **Engagement**, **Representation** and **Action & Expression**. The *Real Decreto 157/2022* also seeks for an inclusive education, thinking and building the learning process so everyone can benefit from it. As well as the *Decreto 61/2022* explains that one of the basic principles of Primary Education is:

- ❖ La acción educativa en esta etapa procurará la integración de las distintas experiencias y aprendizajes del alumnado con una visión global y se adaptará a sus ritmos de trabajo.

Without further ado, this is a list of the special cases of the group and the adaptations that can be followed to cover their needs.

In terms of physical development, all students are in the average, although there is one student with sensory needs:

- R. is a student with a hearing impairment (hypoacusia). The child uses a cochlear implant which improves the hearing.
The placement in the classroom can help her. It is recommended a placement near the teacher, first rows, and the opportunity to replay audios in listening activities.

Regarding learning difficulties to be considered:

- V. is a student with dyslexia and dysorthography, disorders that commonly accompany each other. Although the student has been receiving help all throughout his school years, he still has a trouble with the spelling. This, of course, is accentuated in the English subject since the phonemes don't

necessarily match the graphemes. The student often makes mistakes writing down words.

To help him, the teacher can repeat the words and ask the whole class about the spelling, write in the board the tricky words, model and elicit the answers, overall, it is necessary that the teacher is very clear and concise when it is time to explain the activities. It is also recommended giving him more time to copy or write things down, because it takes him longer to do so. If and whenever it is possible, the handouts should have a bigger letter font and be as short and direct as possible, organizing the information so it is easier for him to read it. When it comes to learning new vocabulary, the words should have visual support, so the student can learn the word through the Whole Word Approach, as well as revising the phonology with the Phonics method.

The **OpenDyslexic** website offers many applications to help children with dyslexia. It also offers a typeface designed specially to make reading easier. It is recommended its use to create the handouts.

- M. is a student with a severe case of ADHD. He takes medication and has received therapeutic help but still needs a little help in the classroom. Although he can somehow regulate himself regarding his hyperactivity, he needs an extra push to pay attention.

He often needs to hear the guidelines and instructions more than twice, especially in English. To help him it is important to create a well organized and predictable space, explaining how the class is going to develop beforehand, helping him by giving more structure to the class. It is necessary to give him little breaks or plan short activities to allow him to rest.

It is beneficial for him and the rest of the classmates to provide special seating, at the front of the class and reduce all the distractions (windows can be quite distracting). A daily organizer can be placed in his desk, allowing him to plan his days and the sessions. It can be wrapped in tape or laminated so he can just erase and write again. The use of visual aids is encouraged as well.

- L. also has ADHD, she is unmedicated and needs sensory regulation. She can identify when she needs a break and asks for it. The teacher must grant her short

breaks. Regarding her attention needs, she manages herself efficiently scheduling the activities.

She benefits greatly with a clear structure of the class. She is still working on time management, needing some support from the teachers. A daily organizer can help her greatly, but she still needs the teacher to remind her how much time she has left for an activity, since she often loses track of time.

Even though most of the class has an average of A2 level in English and are working towards a B1, there are some students that stand out from the average:

- J is a student who moved to Madrid a year and a half ago. She has been in school since fourth grade, so socially she is well integrated. However, her mother tongue is French, and she has been learning Spanish, which she handles well enough to perform at school. She has quite a difficult time with English, which would be her third language, she has a fairly low level. She receives extracurricular Spanish classes, and her family is considering English classes as well, but she is a little reluctant towards the subject, especially since her performance last course was significantly lower than the average. This insecurity and low self-esteem is shown in her lack of interest and low motivation.

It is very important to congratulate her and make her efforts be seen. Since she has low self-concept and efficacy, it is necessary to work on achievements and wins. This doesn't mean the teacher need to make everything easier for her but needs to give her tasks with scaffolding. She can benefit from seating next to students that manage well enough the English language and are willing to give her a hand. Group and in pairs tasks are recommended.

- R is a student with high capacities. Among other strengths, he speaks fluently four languages: Spanish, English, German and French. His family has always encouraged him to learn more, so he benefited from extracurricular classes. This means he is significantly over the average proficiency of his peers, which leads to boredom and dissatisfaction. Tasks that are often medium-high difficulty for his peers are easy for him, he finishes the assignments early and shows distress

when his peers don't follow his pace. He often distracts his classmates out of boredom and struggles to sit through the whole class.

R. can make a great teacher assistant. Having a support role can prevent him from distracting the others, he can gather the materials needed for the next assignment, prepare the computer if it is needed, etc. It is not recommended that he helps other students because he does not have much patience and tends to do the assignment for the others.

S and O are two students that have quite some difficulties in some subjects, they are below average in English, although they both try their best, their level is low. S is amazingly creative, and she shines in all projects that require imagination and creation of models, presentations, etc. O excels in every sport, thriving in motion activities and is very dexterous manually. O also receives private English lessons, he started the lessons quite recently, however, he still needs help from the teachers. For these students, it is recommended to switch up the activities and give them the opportunity to shine in what they are good at. Some activities that need movement are beneficial to everyone.

To deepen the knowledge and knowing resources and tools to help him, the *Dyslexia for Teachers of English as a Foreign Language* (Nijakowska et al., 2013) manual can help greatly.

All the students that need it, receive help and support from the Therapeutic Pedagogue of the school. She works alongside the teacher to create materials for the students with dyslexia and ADHD. All the students are allowed to have a flexible evaluation and changes in the space and time management to cover their needs. The families are informed of the situation and usually, they give plenty of support and help the children from home.

11. CONTRIBUTION TO THE DEVELOPMENT OF OTHER PLANS

This syllabus has been specially designed for a 5th grade group in a fictitious school, that serves us as a context to specify the legislation with a context. With this in mind, the syllabus would respond to the objectives and aims of the school. However, the syllabus does not only contribute to the achievement of the objectives, competencies,

and content, but also to other plans that appear in the *Proyecto Educativo de Centro*. Said plans are addressed throughout all the educational levels and have a special importance to the school. This work aims to be as complete as possible, contributing to the general growth of the school.

Contribution to the development of English as a foreign language

Since this work is destined to a bilingual school, this whole syllabus adds to the development of the English language in it, as well as the subjects taught in English using the CLIL method. The school believes in the benefits of learning a second language and English is one of the most spoken languages with increasing importance. One of the school objectives is the achievement of the B1 level by the end of primary. This syllabus focuses on making the learning accessible to all the students aiming for an improvement on their level. The English language is taught in a way it is useful to the students' daily lives and practical use.

According to the law, the primary level of bilingual schools of Madrid dedicates at least 30% of the hours to the English language. The school has 4 weekly English sessions (two 1-hour sessions and two 45-minute sessions, 3 and a half hours per week) and other 4 sessions for English taught subjects (P.E., Arts and Music: two 1-hour sessions and two 45-minute sessions, 3 and a half hours per week). This sums up to 7 weekly hours out of the 22,5 hours of school each week.

As previously said, the school aims for a practical and meaningful use and learning of English, teaching from and for the students interests and needs. The development of the English language also includes a cultural growth, approaching other cultures to the classroom in an environment of respect. The development of the English language does not only seek to teach English and prepare the students to have a good level of the language, but also guides them into global citizenship values, understanding others, respecting everyone, and appreciating our diverse world.

Contribution to the development of coexistence and citizenship

All along the year, the syllabus seeks to contribute to the growth of responsible and respectful citizens, children who understand the world as their home and the rest of the

people as their neighbors, children who respect themselves and one another as well as their planet. To do this, the units are planned so the children can reflect on important issues such as inclusion, diversity, environmental responsibility, respect, and care for others, etc. The school's ideals include equality, inclusion, thoughtfulness, and sustainability, so the attitudes taught and expected are alongside those virtues. Of course, the teacher is a model to the children, so their behavior should be as considerate as possible.

In the classroom, we practice citizenship on our day to day. The class rules are proposed by the children and there is a student in charge of keeping the peace and helping with conflict resolution, who changes every two weeks. The tutor dedicates an hour weekly to talk about important topics and solve problems, all the teachers work hand by hand to create a safe environment for everyone.

Contribution to the development of ICT and Digital Competence

We live in an everchanging world, in the era of knowledge and technology. Our students are digital natives, who were born into technology and into the digital era. This is why the school believes it is fundamental to teach the students to be responsible and healthy with the consumption and use of internet. Children are going to be exposed to technology everywhere they are, so it is beneficial to teach them how to use all this knowledge and resources as tools for their own learning process. ICT are flexible and versatile, a healthy use of them can be of great value to education.

To do this, the classroom is equipped with a digital whiteboard and the school offers tablets and laptops for the students to use for assignments. These electronic devices have education software, that restrict any harmful/inappropriate use of the internet. Some software used are shown in the *Resources* section.

Technology can also promote the communication with the families. With especial apps and programs, the families can keep up to date with the school, contact the teachers, have online meetings, check the resources used in class and review the children's assignments, etc.

The teachers receive a special training at the beginning of the year regarding any new apps or software, to be prepared and teach the students how to use the ICT properly and sustainably.

12. CONCLUSION

This idea of this syllabus was originated because of my passion for TEFL. I feel a strong connection to the subject because I find myself thriving in multicultural scenarios and because I firmly believe that learning other languages can bring us closer to the world we live in, to the people whom we share our planet with. I believe there are many things we can learn from each other, and my aim is to transmit my enthusiasm and willingness to know more, to broaden myself with children in school.

This syllabus has been a hard task for me, partially because the new law doesn't give much guidance and because I had yet to experience an English classroom in Primary. However, I must say I'm satisfied with myself of how far I have come despite all the inconveniences.

I am profoundly grateful to María Ángeles, my TFG director, who has given me all her support and believed in me even when I was doubting myself. I couldn't have done it without her help. I also want to thank Alfonso and Lyndsay, who urged me to pursue this project last year, who encouraged me to keep learning and preparing myself to be an English teacher, which I might.

Finally, I would like to mention that this project, this Final Degree Project, has shown me my strengths, my weaknesses, and my willingness to keep going. I hope you enjoyed reading this paper, fruit of inspiration and despair, but finally, a fruit of my effort.

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14. ANEX

Unit 7: Ratatouille: cooking adventures!

Following the main idea of the whole syllabus, this unit will shape up around a children's movie: "Ratatouille". As well as all the movies chosen to use as motivation and main topics of the syllabus, this movie not only allows the teacher to contextualize the learning process to engage the students, but it also gives the learners language tools that are purposeful for their everyday life. The topic of food, although it can seem trivial to some, it offers a chance for the learners to talk about something they enjoy, making it meaningful. It is up for the teacher to expand and dedicate time to converse with the kids about stories, memories, anecdotes behind something as human and special as food. Of course, the teacher must be a person to trust, meaning that all children should feel safe to talk about something so humane and, in some cases, emotionally linked to them.

Context

This unit takes place after winter break, beginning on January 9th (Monday), and ending on January 19th (Thursday). By this point of the year, the students are used to the functioning and rhythm of the class, so the classes should run smoothly. This is also the first unit of the second trimester.

This unit consists of 8 sessions:

- Four 1-hour sessions (Mondays and Tuesdays)
- Four 45-minute sessions (Wednesdays and Thursdays)

There are no holidays in between the unit's sessions.

Objectives

Students will be able to:

- To learn about traditional meals from different countries, listening and reading about them.

- To organize information using a recipe genre, using the vocabulary learned and sequence words.
- To communicate a recipe in a clear and way using ICT tools such as phone recorders/microphones.

Content

The content is divided into systems and skills. While all four skills have a content linked to each, only two systems have specific content. This is because functional language is developed every day, no matter the unit or the moment of the year.

Some of the necessary previous knowledge or recycled content is:

- Lexis related to food (proteins: chicken, meat, fish, egg; vegetables: tomato, carrot, broccoli; fruits: apple, orange, peach; grains: rice, pasta)
- Verbs (to cook, to bake)
- Measurements (spoon, teaspoon, cup)

Skills:

- **Listening:** Listen to people from different parts of the world talk about their traditional Christmas meals
- **Speaking:** Give instructions about meal preparation, using quantities and measurements.
- **Reading:** Read recipes and match them with images of the food.
- **Writing:** Write a recipe, organizing the information in ingredients and preparation.

Systems:

➤ **Vocabulary/lexis:**

- Proteins (lamb, pork) vegetables (eggplant, zucchini, bell pepper...) grains (noodles, quinoa) fruits (strawberry, pear)
- Kitchen supplies (pot, pan, oven, stove)
- Verbs (to stir, to mix, to add, to chop, to fry)
- Measurements (a pinch, grams, milliliters)

➤ **Syntax.discourse:**

- Expresión de la cantidad: singular/plural. Quantity: all, (too) many, a lot, (a) little, more, (too) much, half, a bottle/cup/glass/piece of.
- Expresión de tiempo: Sequence (first, then, after that...)
- Give instructions.

Competences

The competences this unit focuses on are the following:

- **Competencia Plurilingüe:** This unit will be developed in the English class.
- **Competencia Digital:** The learners will have access to technology and digital devices during the sessions and for the making of the final product.
- **Competencia en Comunicación Lingüística:** All throughout the unit, children will be communicating and expressing themselves.
- **Competencia Personal, Social y de Aprender a Aprender:** Learners will listen and get to know better themselves and their classmates. Also, the self-assessment is a great opportunity for them to reflect on their learning process.
- **Competencia Emprendedora:** Students will need to organize and plan the best way to present what they have learned during the unit.

- **Competencia en Comunicación y Expresión Cultural:** Students will learn about different cultures and traditions for the holidays, everything related to food.

These competences are directly linked to Specific Competences and its corresponding Evaluation criteria:

Specific Competences	Evaluation Criteria
Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas	1.2. Seleccionar, organizar y aplicar, de forma guiada, estrategias y conocimientos adecuados en situaciones comunicativas cotidianas y de relevancia para el alumnado para captar el sentido global y procesar informaciones explícitas en textos diversos en lengua inglesa.
Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	2.1. Expresar oralmente textos breves y sencillos, previamente preparados, sobre asuntos cotidianos y de relevancia para el alumnado, utilizando, de forma guiada, recursos verbales y no verbales, y usando formas y estructuras básicas y de uso frecuente propias de la lengua extranjera. 2.2. Organizar y redactar textos breves y sencillos, previamente preparados, con adecuación a la situación comunicativa propuesta, a través de herramientas analógicas y digitales, y usando estructuras y léxico básico de uso común sobre asuntos cotidianos y frecuentes, de relevancia personal para el alumnado y próximos a su experiencia en lengua inglesa.
Interactuar con otras personas usando	3.2. Seleccionar, organizar y utilizar, de forma guiada y en situaciones cotidianas,

<p>expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.</p>	<p>estrategias elementales para saludar, despedirse y presentarse; formular y contestar preguntas sencillas; expresar mensajes, e iniciar y terminar la comunicación en lengua inglesa</p>
<p>Participar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.</p>	<p>4.1. Inferir y explicar textos, conceptos y comunicaciones breves y sencillas, de forma guiada, en situaciones en las que atender a la diversidad, mostrando respeto por los interlocutores e interlocutoras y por las lenguas empleadas, e interés por participar en la solución de problemas de comprensión y de entendimiento en su entorno próximo, apoyándose en diversos recursos y soportes.</p>
<p>Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.</p>	<p>5.1. Comparar y contrastar las similitudes y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre aspectos básicos de su funcionamiento.</p>
<p>Apreciar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales</p>	<p>6.1. Actuar con aprecio y respeto en situaciones entre diferentes culturas, construyendo vínculos entre las diversas lenguas y culturas, y mostrando rechazo ante cualquier tipo de discriminación y prejuicio en contextos comunicativos cotidianos y habituales. 6.2. Aceptar y respetar la diversidad de otros países donde se habla la lengua extranjera como fuente de enriquecimiento personal, mostrando interés por</p>

	comprender elementos de su lengua y su cultura, que fomenten el respeto por los recursos naturales y la democracia.
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Methodology and resources

Like the rest of the syllabus, this unit has a common thread, in this case, the children's movie Ratatouille. The unit will be worked with the Task Based Learning approach, working to accomplish said tasks and fundamentally, the final product. The second big pillar of this unit is the Communicative Language Teaching. The activities proposed have communicative goals, aim to develop communicative skills and help the learners to communicate correctly responding to daily and purposeful matters.

The resources needed for this unit are shown in the table below:

Resources	
Human	English teacher, Language Assistant, family volunteers, 5 th B class
Spaces	Main classroom, computers lab
Material	Handouts/worksheets for the unit, white paper, personal school supplies
ICT	Laptops/tablets, digital whiteboard, microphones/headphones/recorders

Sessions

Unit: 7	Session: 1	Date: January 9th
Focus		
Skills	Listening, Speaking and Reading	
Systems	Vocabulary	
Contents	Lexis: Food and meal preparation	
Learning outcomes	Ss will be able to match words to its corresponding image. SS will be able to listen and understand the gist of a conversation about food.	
Evaluation criteria	1.2 – 3.2 – 4.1	

Previous knowledge	Some lexis related to food and meal preparation. Use of English: “can’t live without”, “of all time”, “as much as I’d like” “comfort food”	
Materials	Listening: https://www.elllo.org/english/1401/1423-KatieWilda-ComfortFood.htm Vocabulary games: https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/meals-cooking https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/food https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/vegetables	
Spaces	Main classroom	
Procedures		
Timing	Stage	Activities
10 min	Warm up	T will welcome the class and introduce the new unit. T will talk about the final product: AN INDIVIDUAL RECORDING (VIDEO OR AUDIO) OF THE SS FAVORITE MEAL. T will answer questions about the final product and establish a due date to hand in the recipe (January 19 th)
15 min	Pre	Ss (entire class) will play some online vocabulary games. T will write down the SS previous knowledge about meals and cooking. This will help to know the learning situation point the ss are at. T will explain the previous knowledge needed for the listening activity (see previous knowledge: use of English)
25 min	While	T will play the audio about two girls talking about their comfort food. The audio may be played twice. A written script can be offered to read as well.

		Ss will respond to a little quiz about the listening activity (see activity 1 of the Unit 7 booklet) T and Ss will correct the exercise together.
10 min	Post	T, LA and Ss will chat about their comfort and favorite foods. T will dismiss the class

Unit: 7	Session: 2	Date: January 10th
Focus		
Skills	Listening and Reading	
Systems	Vocabulary	
Contents	Food and culture	
Learning outcomes	Ss will be able to know how people from other cultures eat during the Holidays. Ss will be able to read and identify important information from the texts. Ss will be able to remember new kitchen supplies.	
Evaluation criteria	1.2 - 3.2 – 4.2 - 6.1 – 6.2	
Previous knowledge	Typical Spanish Christmas meals Vocabulary (carved, brainchild, diced, pickled, to fast, raw, narwhal, scarce, to harvest, to abstain)	
Materials	Christmas food from all around the world: Listening: https://www.youtube.com/watch?v=jgRL_xPSCRE Reading: https://www.cda.eu/blog/weird-wonderful-christmas-food-from-around-the-world/ Kitchen supplies: https://www.eslgamesplus.com/kitchen-vocabulary-memory-game-for-esl-practice/ Unit 7 booklet	
Spaces	Main classroom	
Procedures		

Timing	Stage	Activities
10 min	Warm up	T will welcome the class talking about his/her Christmas meal. SS will intervene and talk about what they ate during the Holidays
10 min	Pre	T will pre teach vocabulary used in the Audio that might not be known for the children.
25 min	While	Ss will watch the video about international Christmas food, once. Ss will read the article in pairs and answer to the short questionnaire (activity 2 of the unit 7 booklet) When and if finished, the Ss can play (still in pairs) the memory online game about kitchen supplies.
15 min	Post	T and Ss will revise and correct the activity 2. T will dismiss the class.

Unit: 7	Session: 3	Date: January 11th
Focus		
Skills	Reading and writing	
Systems	Syntax-discourse and vocabulary	
Contents	Measurements and quantity expressions. Meal preparation verbs	
Learning outcomes	Ss will be able to identify quantities and measurements used for cooking. Ss will be able to solve activities related to the content	
Evaluation criteria	1.2 – 2.1 – 2.2 – 4.1	

Previous knowledge	Vocabulary related to quantities and measurements (kg, gr, lt, ml, a lot, a little...)	
Materials	Unit 7 booklet	
Spaces	Main classroom	
Procedures		
Timing	Stage	Activities
5 min	Warm up	T will welcome the Ss and present the activities planned for today.
10 min	Pre	T will elicit the Ss to say some of the previous vocabulary, that might help everyone remember. LA will write down the vocabulary on the board and Ss will read and repeat the previous vocabulary.
20 min	While	T will explain the quantities and measurements that appear on the booklet. T will answer questions related to the new content Ss will work individually or in pairs on the activities 3 and 4 of the Unit 7 booklet. T and LA will assist the Ss if needed.
10 min	Post	The whole class will review and correct the activities. T will dismiss the class

Unit: 7	Session: 4	Date: January 12th
Focus		
Skills	Speaking and writing	
Systems	Syntax-discourse	
Contents	Sequence expressions (first, then, after, later, finally)	
Learning outcomes	Ss will be able to sequence actions using first, then, after, later and finally. Ss will be able to write an action sequence using the sequencing expressions.	

	Ss will be able to identify their strengths and improvement points using a self-assessment technique.	
Evaluation criteria	1.2 – 2.2 – 4.1 – 5.1	
Previous knowledge	Meal preparation verbs Ordinal numbers (1 st , 2 nd , 3 rd ...)	
Materials	Remy making soup video: youtube.com/watch?v=NvM3nMbyeM8 Unit 7 booklet	
Spaces	Main classroom	
Procedures		
Timing	Stage	Activities
5 min	Warm up	T will welcome the class and anticipate the activities for the lesson
10 min	Pre	T will play the video while the Ss write down the order of the actions using ordinal numbers. The video can be played twice if necessary. (activity 5 of the unit 7 booklet)
20-25 min	While	Ss will read their answers out loud while the T teaches alternatives for the ordinal number: after, later, then, and finally. Once the order of the actions is corrected, Ss will write down at least 5 actions (related to the video) using the sequencing adverbs (activity 6 of the Unit 7 booklet)
5-10 min	Post	T will ask a few questions about the learning process and the Ss will answer using the “Thumbs up, thumbs down method” or the “Traffic light method”

Unit: 7	Session: 5	Date: January 16th
Focus		
Skills	Reading, Writing and Speaking	

Systems	Vocabulary	
Contents	Food vocabulary	
Learning outcomes	Ss will be able to identify and match several food items to their corresponding pictures. Ss will be able to correctly write the name of the new food items.	
Evaluation criteria	1.1 – 2.1 – 3.2 – 4.1	
Previous knowledge	Basic food vocabulary (some vegetables, fruit, proteins, and grains)	
Materials	Unit 7 booklet Tablets Vocabulary games https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/food-1 https://www.baamboozle.com/game/1184 https://www.baamboozle.com/game/107815 https://www.eslgamesplus.com/fruit-vegetables/	
Spaces	Main classroom	
Procedures		
Timing	Stage	Activities
5 min	Warm up	T will start the class anticipating the activities for today. T will divide the class in four big groups to work collaboratively.
10 min	Pre	LA will ask the students about certain foods by describing them (it comes from a plant, it comes from an animal, it is sweet, it is savory, it is round and red) and write down the food items the Ss correctly guess.
30 min	While	T will present and explain some new vocabulary related to food, showing pictures of it. Ss will match the food pictures with their names (see activity 7 of the unit 7 booklet)

		<p>Ss will classify the new vocabulary into five categories: dish, vegetable, fruit, protein, or grain (see activity 8 of the unit 7 booklet)</p> <p>Ss will solve an alphabet soup (activity 9 of the unit 7 booklet)</p> <p>If the Ss are done with the activities, they can play some online games using the tablets</p>
15 min	Post	T and LA will review and Ss will correct the exercises.

Unit: 7	Session: 6	Date: January 17th
Focus		
Skills	Reading	
Systems	Syntax-discourse	
Contents	Recipe layout and giving instructions	
Learning outcomes	<p>Ss will be able to read and match some recipes to their picture.</p> <p>Ss will be able to identify the structure of a recipe.</p>	
Evaluation criteria	1.1 – 1.2 – 4.1 – 4.2 – 5.3	
Previous knowledge	Food vocabulary	
Materials	<p>Recipes and pictures</p> <p>Tablets</p>	
Spaces	Main classroom	
Procedures		
Timing	Stage	Activities
5 min	Warm up	T will start the class anticipating the activities for the day
10 min	Pre	<p>T will engage the class by saying he/she found an old recipe from his/her grandparents and will read it out loud.</p> <p>Ss will try to guess if the recipe is for a dessert or a meal.</p>
35 min	While	Ss will work in groups of 4-5 reading the recipes and

		<p>matching them with the picture they think belongs to.</p> <p>The groups will compare their results.</p> <p>The T will show the structure of a recipe and the Ss will need to differentiate them on their own recipes.</p> <p>Ss will use the laptops to start looking for a recipe of their favorite food.</p>
10 min	Post	The T will anticipate that the next classes the Ss will be working on the computer's lab writing and recording their recipe.

Unit: 7	Session: 7	Date: January 18th
Focus		
Skills	Writing	
Systems	Syntax-discourse and vocabulary	
Contents	<p>Expresión de la cantidad: singular/plural. Quantity: all, (too) many, a lot, (a) little, more, (too) much, half, a bottle/cup/glass/piece of.</p> <p>Expresión de tiempo: Sequence (first, then, after that...)</p> <p>Vocabulary: food, kitchen supplies, measurements, and meal preparation verbs.</p>	
Learning outcomes	<p>Ss will be able to write a recipe using the vocabulary of the unit and following the genre.</p> <p>Ss will be able to use ICT to redact the recipe.</p>	
Evaluation criteria	2.2 – 2.3 – 5.3	
Previous knowledge	All the unit's content	
Materials	Laptops and Unit 7 booklet	
Spaces	Computers lab	
Procedures		
Timing	Stage	Activities

5 min	Pre	T will remind the Ss the structure of the recipe and Ss will create a Word document.
35 min	While	Ss will write their recipes. T and LA will assist the Ss when they need help Ss can use their booklet to remember some words or the structure of the recipe. Copying a recipe from the internet is forbidden, Ss need to write one themselves.
5 min	Post	T will ask the progress of the students, if more time is needed, the T can extend the unit one more day, or can send the assignment as homework.

Unit: 7	Session: 8	Date: January 19th
Focus		
Skills	Speaking	
Systems	Syntax-discourse and vocabulary	
Contents	Content from all the unit	
Learning outcomes	Ss will be able to use ICT to record themselves reading a recipe. Ss will be able to give instructions to follow a recipe.	
Evaluation criteria	2.1 – 3.1 – 3.2 – 4.2 – 5.1 – 5.2 – 5.3	
Previous knowledge	All the unit's content	
Materials	Laptops/tablets, headphones and/or microphones	
Spaces	Computers lab	
Procedures		
Timing	Stage	Activities
5 min	Pre	T will ask the Ss to send the written document to their email or upload it to the class's Drive account.
35 min	While	Individually, the Ss will record their recipe, choosing whether they want a video or an audio recording.

		Ss will submit their final product uploading it to the class's Drive account.
5 min	Post	<p>A brief self-assessment activity will be carried out. The Ss will write "Exit slips" stating:</p> <ul style="list-style-type: none"> - What was the easiest part of the unit? - What was the hardest thing to do? - What was your favorite part of the unit? - Did you have fun learning about food?

Evaluation

The evaluation for this unit is, just as for the rest of the units, formative. Each session has Evaluation Criteria for the activities of said day. However, the teacher can write down comments in his/her Field Notebook about the progress of the unit and if it is achieving its goals.

A checklist can also be helpful to evaluate the Observation items more clearly (checklist 1).

To evaluate the activities done in class, the teacher will correct them and give the students a qualitative result. This will be done in the Unit's booklet and registered in the *Registro de notas*.

Finally, half of the unit's evaluation and grade is the final product. The children are given an Expectations rubric at the beginning of the unit, so they know what will be considered for the evaluation. The same rubric will be used by the teacher to evaluate the final product (see annex)

In summary, the weight each evaluation tool has can be seen in the chart below.

Evaluation tool	Weight on the final grade
Field notebook	10%
Observation	20%

Personal portfolio activities	20%
Final product	50%

Attention to diversity.

Regarding the attention to diversity, the syllabus is designed to be flexible and to be easily adapted and shaped for all the students. However, some measures can be taken to help the students.

- **Groupings:** Some tasks require collaborative work. The students that need a little more help will be grouped with students that have a little more control over the topic and the subject. For the students that don't feel motivated in the class, we will allow grouping with someone close to them. Regarding the student with high capacities, he will maintain the "teacher's helper" role. Slowly but steady, we will also try to work on his social conducts, so he can learn to be patient with his classmates.
- **Timing:** Some of the students with ADD or ADHD might need a little help organizing their time. They have a little reusable schedule so they can write down the tasks and the time they have to complete them. The teacher and or the language assistant can walk by reminding them about the time. If the time in class is not enough for them, they can take their booklet home and work there.
- **Resource presentation:** For the students with Dyslexia, we will use the *OpenDyslexia* website to adapt the texts. The instructions must be short and precise and have visual aids. Whenever is possible, the spelling of tricky words will be done with the whole class.
- **Additional help:** The language assistant can be assigned a support role for the children that are a little behind.

Resources

Name:					
Item	IN	SU	BI	NT	SB
Shows an adequate attitude towards the subject, teacher, and language assistant.					
Helps to the development of a safe and healthy class environment. Shows respect to others.					
Is responsible and takes care of the school's materials and resources.					
Uses ICT in a healthy and responsible way.					
Tries to pay attention and understand the new contents.					
Acquires the new vocabulary and uses the learned grammar.					
Participates in the activities that develop language skills.					
Participates properly in group projects, contributing and letting their classmates participate too.					
Presents the activities in an organized and clean way, tries to be polished.					
Is capable of identifying strengths and improvement points, asks for help.					

Annex 2:

Specific Competences, Evaluation Criteria and Operational Descriptors table:

https://docs.google.com/document/d/1VuO_How9LChxLITISPeZr9Xp5cdtKYI0TR3vnRXqHCl/edit?usp=sharing

Content table: [https://docs.google.com/document/d/1xIH4nFnU6C-](https://docs.google.com/document/d/1xIH4nFnU6C-dd13PFdG8SYxXBVhVRo8u3OCE910kll/edit?usp=sharing)

[dd13PFdG8SYxXBVhVRo8u3OCE910kll/edit?usp=sharing](https://docs.google.com/document/d/1xIH4nFnU6C-dd13PFdG8SYxXBVhVRo8u3OCE910kll/edit?usp=sharing)

Unit 7 booklet:

https://docs.google.com/document/d/1N_oUd19MUqxew62IsZKit9oyFtr7JURmkCjDS4148LI/edit?usp=sharing