

PROGRAMACIÓN DIDÁCTICA

6º CURSO DE EDUCACIÓN PRIMARIA

ÁREA DE INGLÉS

Héctor Banzo Fortuño



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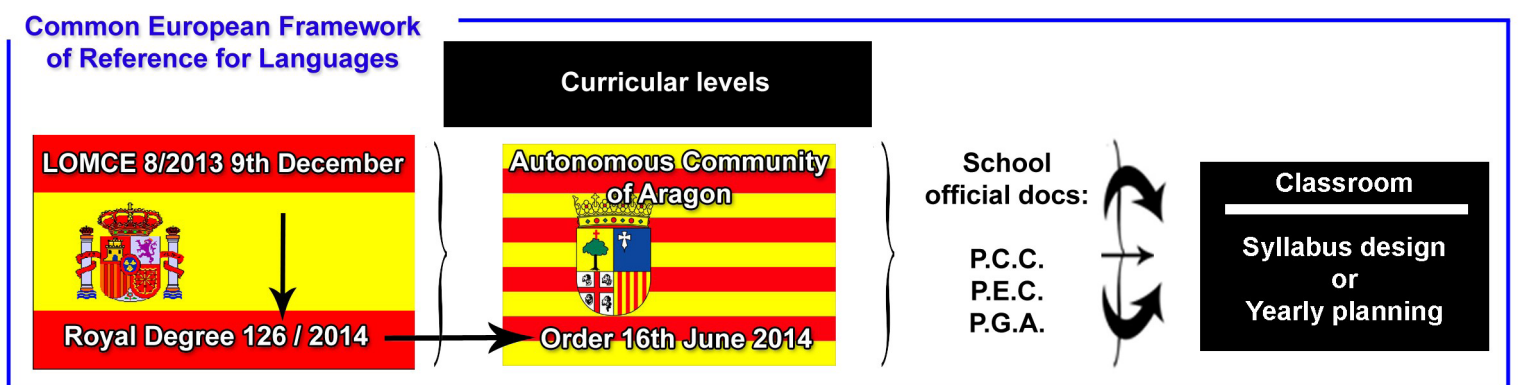
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INTRODUCCIÓN

The Royal Academy of Spanish Language defines *to program* as *devise and manage actions required to complete a project*; in this case, an educative project.

Teaching Programming configures the last curricular level in our country and region current regulations.



GENERAL CHARACTERISTICS OF THE SCHOOL

• Sociocultural context

Our school is located in **Huesca**. It is a new building inside a new neighbourhood. There are many **young families** with children in this area, including some **immigrant people from Romania**. This school was created in order to satisfy the educational needs of this new neighbourhood.

The neighbourhood has **Miguel Servet's park, green places** near the school, a **police station** and a **Library** nearby. It does not have enough sociocultural level to be able to collaborate and participate in the school activities, and to help children at home. But few families use to collaborate with the school.

In general the **socio-economic** level our children's parents have **is good**, so we can look for reinforcement materials when needed (handicraft exercises, storybooks or excursion –to near surroundings if possible-) and, of course, Information Communications Technology (ICT), most of them have computers, tablets and iPads.

As far as we live in an Aragonian context, we also must keep in mind **Order 16th June, 2014**, from the Minister of Education, University, Culture and Sport, by which the instructions to regulate and govern the organization and functions of infants, primary and special education public schools of Community of Aragon are approved, and **Order 14th June, 2016 that modifies Order 16th June, 2014**.

• School features

In order to satisfy the demand of places the CEIP offers Infant and Primary Education, from 3 years old to 12. There are three groups per level (A,B,C), which makes 27 classes: 9 Infant Education classes and 18 Primary Education classes, distributed in two different buildings, one per stage.

The staff is made of 44 teachers: 9 Infant teachers, 18 Primary Education teachers, 4 Primary Education teachers bilingual in English (subjects related to CILE 2), 5 English teachers, 1 French teacher, 2 Music Teachers, 1 expert in Therapeutic Pedagogy shared with another school and 1 expert in Special Education. Since year 2014-15, the school is involved in the project CILE 2, regulated by the **Order of the 14th February 2013 (PIBLEA), Appendix III-B for schedule**, with regards to the English language: **30% is tough in English**. The project affects the subject of **Science (Natural Science and Social Studies) in 5th year of Primary Education** and is extended to **6th grade of Primary**.

It is a modern building and it contains enough spaces to carry out the diary educative activities. Classrooms are big and comfortable, and there are some of them related to different uses such as the **Music** classroom, the **English** classroom, **Computer room** or **Library** among others.

Leisure-time activities are organized by **A.M.Y.P.A.** which maintain a good relationship with the teachers' group. These activities include **handball, basketball, football** and even **aerobic** and **fitness training**. The school aims for students to grow academically, physically and personally within a caring community. They are valued for their own talents and intelligences. The activities are found in the P.E.C. and P.C.C.

School offers a high quality education, based on investigation, technology and correct social behaviours all of them under a framework of democratic values. We work to satisfy the welfare of our school community, including the fulfilling of the expectations of our students, parents and society. We want to produce exemplary and influential professional adults, who will be the future leaders of our community. In order to live in an **European context**, **English Foreign Language** has the aim to improve Communicative competence in our students according to their abilities and experiences, and the **four skills: listening, speaking, reading** and **writing**.



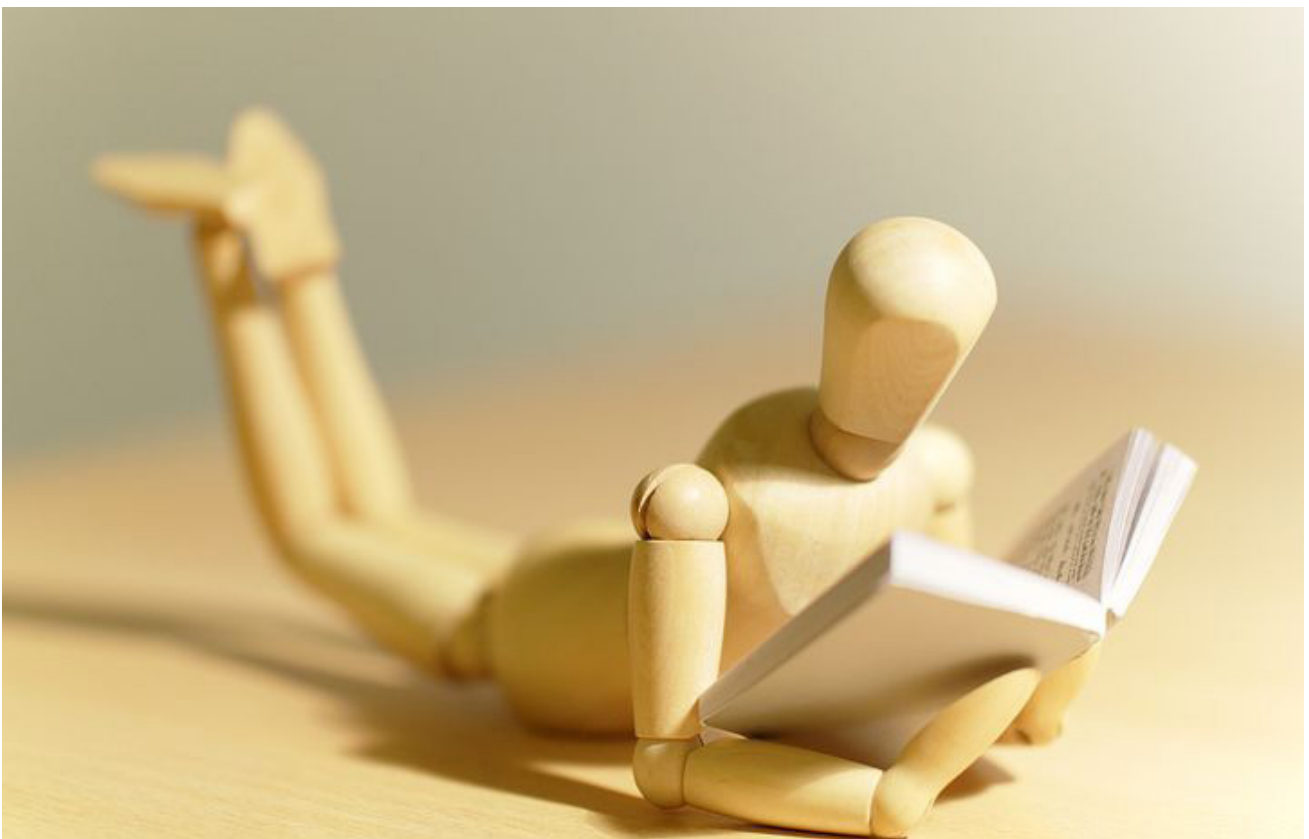
• Specific pupils features

The classroom contains **20 pupils: 10 girls and 10 boys**. They are between **11 and 12 years old**. The grouping at the classroom is flexible and we can find heterogeneous groups of 4 students to apply KAGAN cooperative learning structures and methodology, although the distribution of the classroom is variable and flexible, to adapt to the specific needs of pupils and teaching-learning processes. The origin of children is mostly Spanish (18), and we have **two Romanian boys** perfectly integrated into the group, because they have lived for seven years in Spain. The latter two students are considered students with specific educational needs, because of socially disadvantaged. Measures are contained in the section for Diversity.

Students are interested in environment, animal care, and new technologies like video games (PSP, Wii, DS). This diversity enriches the classroom. In general terms, there is a good pleasant work atmosphere.

To help us to achieve technological aims, we will be supported by the **Order 9th February, 2010**, the Minister of Education, Culture and Sports, which provides the basis for the development of **School 2.0 Program** in Schools of Aragon. (BOA 11/03/2010), that allows us to use Tablets Pc and many different digital resources, including some **iPads** lent by some parents.

The class we are going to teach is **Sixth Grade of Primary Education**, which means that pupils don't start from scratch in English Foreign Language. In fact nowadays, **their level is considered above normal standards**.



FOUNDATION

Knowing a foreign language is nowadays a mere necessity for social and educative reasons. We form part of the **European Community in a pluricultural and multilingual society**, thus it is absolutely necessary to know a foreign language to be able to understand and be understood in this **European context**. The world seems to be shrinking very rapidly as international barriers break down and people can more easily come into contact with other cultures and languages through travel, communication or new technology. That is why our pupils must be communicative competent. This framework has been supported by **LOMCE 8/2013, RD 126/2014 and Order 16th June 2014**.

According to Foreign Language Introduction of **Order 16th June 2014**:

“The curriculum for Primary Education is structured around language activities as they are described in the **Common European Framework of Reference for Languages: comprehension and production (expression and interaction) of oral and written texts**. The contents, criteria and standards are organized into **four** main blocs that correspond to the language activities mentioned which are the axis of the teachings of English subject area.”

At the stage of primary education we must take into account starting from a basic competence level of communicative interaction, understanding and text production. So it always will be essential refer to familiar contexts for students of this age and taking advantage of previously acquired knowledge, skills and experiences students have. Starting from this fact, a contextualized language use, under own communicative situations in various areas and allow use of the actual language, and motivating will be encouraged. The use of the game, especially in the early years, and performing cooperative tasks are not only essential elements to properly lay the foundation for language acquisition, but may also contribute to that matter, far from being limited to be a mere object of study, it is also becoming an instrument of socialization to the group. As students grow in age, more theoretical explanations will be gradually introduced, evolving from a first processing semantics essentially a more advanced syntactic processing.



OBJETIVES

GENERAL AIMS AND OBJETIVES

According to **article 5 from the Order 16th June 2014**, I show the general objectives of the stage of Primary. I show the whole set because if we want to develop all students' skills, we must teach cross-curricular themes.

a) To know and appreciate the values and norms of coexistence, to learn how to act in accordance with these them, to prepare oneself for active involvement in citizenship and to respect for human rights, as well as the pluralism that is part of a democratic society.

» We will achieve this objective day by day, step by step, promoting habits and following the class rules.

b) To develop work habits as an individual and within a team, also in terms of effort and responsibility for the studies, as well as self-confidence, a critical capacity, personal initiative, curiosity, interest and creativity as a learner, and entrepreneurship.

» To achieve this objective, we may carry out tasks related to surveys (personal initiative), wall charts (creativity), or KAGAN group cooperative techniques.

c) To acquire techniques to prevent or solve conflicts in a peaceful manner so that learners can behave independently within their family and home life or within their social groups they form part of.

» To achieve this objective, we may use picture stories in which people discuss peacefully about any problem or take advantage of mediation (we will avoid TV shows).

d) To learn, understand and show respect for various cultures and the differences between people; equal rights and opportunities between men and women; and the non-discrimination of disabled people.

» To achieve this objective, students with specific needs for educational help will carry out tasks together with other students, and all of us will learn from their foreign **romanian** customs.

e) To know and use appropriately the Spanish language and to develop reading habits.

» Reading and speaking texts they like will be the main way to achieve this objective.

f) To acquire, in at least one foreign language, skills to allow students to express and understand simple messages and to manage in everyday situations.

» Through the development of this objective, students will be able to get their ideas across by means of English language.

g) To develop basic mathematical skills and to begin solving problems which require basic math operations such as calculation, geometry and estimates, as well as being able to apply them in everyday life situations.

» In order to achieve this objective, as teachers we can bring them common Mathematical tasks, like buying at a market, shopping or counting: using operations like addition, multiplication, subtraction and division, or solving problems from everyday life, using English language.

h) To understand the basic characteristics of Natural Sciences, Social Studies, Geography, History and Culture.

» In order to achieve this objective, we will get in touch with Science teacher and share texts to explain Spanish and English historical events, using aids like maps or pictures.

i) To start using ICTs (Information and Communication Technologies) as a learning tool developing a critical skills towards the messages students receive and produce.

» We will take advantage of ICTs as much as we can: we will use internet's world: emails, video games, chats... and a lot of app such as Socrative, Kahoot, Dic-dic, Funland..

j) To use different ways of artistic representation and expression and to start practice in developing visual and audiovisual proposals.

» By means of drama, songs, pictures and photographs, or even creating videos in slow-motion students will achieve this objective.

k) To value hygiene and health; accept their own body and others', showing respect differences; and using physical education and sport to encourage personal and social development.

» To achieve this cross-curricular objective, we will promote physical response and health habits: talking about food and its nutrients, brushing their teeth every day or watching Jamie Oliver's experiment.

l) To know and appreciate those animals closest to human beings and to behave in a way that is conducive to their well-being.

» Talking about **aragonian animals**, pets, **aragonian plants**, common plants nearby, and their features, we will reach this objective also working through some others, such as i).

m) To develop their emotional capacities in all aspects of their personality and in their relationship with others, as well as a to develop a reject attitude to violence, all kinds of prejudice and sexist stereotypes.

Through "**Charlie and the chocolate factory**", we can work vocabulary, expressions and attitudes in order to achieve this objective.

n) To promote road safety education and respectful attitudes, which go hand in hand with the prevention of traffic accidents.

To achieve this aim, we may introduce **traffic signs** adding symbols in the corridors or by means of traffic games, such as practicing how to get to some place (go straight ahead, turn at first corner...).



OBJETIVES

General objectives for the subject area of Foreign Language

“The objectives determine the result we want our students to achieve within the school year with the available resources. They constitute the basic tool which shapes the planning of the teaching-learning process, thus, they are the cornerstone of this syllabus.”²

According to Appendix II from **Order 16th June 2014**, the objectives of English as a subject in Primary education that we are going to work in this syllabus and are addressed to 5th grade students are the following:

Listening

ObjIN.1. To understand expressions and frequent vocabulary related to everyday situations concerning the students, their family and background.

Reading

ObjIN.2. To read short and simple texts with a correct pronunciation, as well as an the adequate intonation and rhythm to be understood.

ObjIN.3. To obtain predictable information from ordinary documents such as advertising articles, leaflets, menus and timetables.

ObjIN.4. To understand short and simple personal letters which tell about habitual and known situations and events.

Speaking

ObjIN.5. To take part in a conversation in order to communicate simple and habitual tasks.

ObjIN.6. To ask for and give simple information about familiar topics and activities.

ObjIN.7. To use sentences and expressions to describe their family and classmates, as well as their background in a simple way.

ObjIN.8. To describe in a simple way their activities and everyday routines.

Writing

ObjIN.10. To write notes as well as short and simple messages: emails, postcards, invitations, greeting cards...

ObjIN.12. To fill application forms to sign up in social networks, libraries or websites of their interest.

ObjIN.13. To use simple syntactic structures in an appropriate way in short expressions, with the aim of communicating information related to situations from their everyday life.

² Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd edition. By Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler and Bj Stone. **MCR**Real, 2014.

ObjIN.14. To answer simple questions whose content is familiar to the students.

ObjIN.15. To understand the topic of a simple conversation in order to participate in it using the initiative sense and structures with a neutral or informal register.



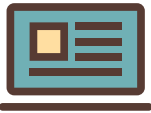




ObjIN.16. To relate groups of words to basic connectors such as “and”, “or”, “but” or “because”.

Sociocultural aspects

ObjIN.17. To value the importance of foreign languages as a means of communication and understanding among people from different origins and cultures.

ObjIN.18. To value the foreign language as a rewarding response to the experience of facing different areas of language and culture, fostering the favourable development of the student’s personality.

The table below show us the relationship between competences and symbols to make easy understanding what they have to do with aims.

CCL- Competence in Linguistic Communication	
CMCT- Competence in Mathematics, Science and technology	
CD- Digital Competence	
CAA- Learning to Learn Competence	
CSC- Social and Civic Competence	
CIEE- Sense of Initiative and Entrepreneurship Competence	
CEC- Cultural Awareness and Expression Competence	

OBJETIVES

Contribution of the area of English Foreign Language to the development of the key competences

According to the **Order ECD 65/2015 21st January**, by which relationship between contents, criteria and competences are described in Primary Education, Key Competences.








The capacities of the students expressed by means of objectives have the final aim of developing the key competences in our students. A **key competence** is the *ability to integrate knowledge, skills attitudes in a practical way to solve problems and react appropriately in a variety of contexts and situations.*³ The development of the key competences implies the integration and application of theoretical and practical knowledge in settings outside the academic context.

In Order **16th June 2014**, in **Appendix II**, the contribution of English to the development of the key competences is showed. Starting with the law and adding my Syllabus, I am going to describe how every single key competence will be developed, pointing out that Competence in Linguistic Communication and Communicative method are the main axis.

The following chart explains how English contributes to development and acquisition of these competences:



3 Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, Revised and Expanded 2nd Edition. *Edited by Robert W. Cole, June 2008.*

COMPETENCE	CONTRIBUTION OF ENGLISH
CCL- 	<p>Contribution of English to the development of this competence is essential since the main objective of the subject is to provide students with strategies which allow them to achieve a degree of proficiency in the comprehension and expression of the language in real situations. Thus, English is taught from a communicative perspective in order to develop skills to understand, express and interpret concepts, thoughts, facts and opinions in both oral and written form (listening, speaking, reading and writing) in different social contexts. In the primary stage, situations are mainly developed in the educational, personal and public life.</p>
CMCT- 	<p>English contributes to the development of the Mathematical and basic Competence in Science and Technology through the performance of activities, close to the environment of the students and which make them face daily situations, such as use numbers and perform basic operations (giving address on planes; telling the date, buying or shopping) understand symbols and forms (traffic signals) and elaborate simple reasoning.</p>
CD- 	<p>English is the language of Information and Communication Technologies (ICT). The acquisition of English facilitates the understanding and usage of ICT. It also promotes the access to information and motivates students. We will use ICT as much as it is possible, above all iPads and Apps.</p>
CAA- 	<p>Learning a foreign language develops cognitive skills which are essential for the development of this competence: use of different communicative strategies (deduction, induction, anticipation), attention, global understanding, observation, comprehension and personal effort among others. It involves the ability to pursue and persist in learning, to organize their own learning and manage time and information effectively. For this reason, previous knowledge and significant learnings are very important for the students to build up their own knowledge relating it with new concepts.</p>
CSC- 	<p>Being able to communicate in English does not only connects us with English-speaking people but also with people from different countries (romanian students for example) to participate effectively in social life since it has been adopted as a second language in many countries. Through languages people socialise, exchange information and culture. We will boost this competence through Kagan structures in cooperative working.</p>
CIEE- 	<p>The process of learning a new language implies a wide variety of attitudes which are necessary to the development of the Autonomy and Entrepreneurship competence: take the risk of being wrong, learning from mistakes, or management and planning of what we want to communicate. Students must develop a spirit of self-confidence, motivation and determination when using English language. Using rubrics for self-evaluation enables them to improve this competence.</p>
CEC- 	<p>The acquisition of a second language creates a cultural bond with the English-speaking community, which implies getting acquainted with geography, literature, history but also customs, folklore, festivities, etc. This involves a process of comparison and reflection about our own culture and the adoption of a positive, tolerant, international perspective. We will take advantage from our Romanian students to boost this competence.</p>

CONTENTS

Contents

The contents for the area of English in Primary Education are stated in the **Royal Degree 126/2014, 28th February** specified in the **Order 16th June, 2014**. They are divided into four blocks, closely related to the areas of communicative competence suggested by the Council of Europe:

- Block 1.** Comprehension of oral texts
- Block 2.** Production of oral texts (expression and interaction)
- Block 3.** Comprehension of written texts
- Block 4.** Production of written texts (expression and interaction)

The different block of contents are the base on which criteria, objectives and standards lay. All of them are related to acquire the needed development of the Key Competences. In the subject-area of English, the most important is CCL or Competence in Linguistic Communication, but I will work on all of them, as we can see in the following chart.



As I may have inferred, every block is related to one of the skills we should work when teaching a language. Every block is divided in different sections. In the following chart, I have summarized the common sections to all the blocks and specified the concrete contents related to each block according to the skill the block is based on.

CONTENTS

Sociocultural and Sociolinguistic aspects

- Social Conventions (greetings: "Have a nice day", "Have a nice weekend", "Good weekend!", "Excuse me", "Sorry", "Thank you very much", "You're welcome", "Not at all".)
- Courtesy rules: "How are you?", "You are welcome", "How do you do?", "let's", "Can I...?"
- Customs (festivities: Halloween, Christmas, Easter, etc).
- Attitudes (interest and respect for English-speaking countries particularities);
- Non-verbal language (gestures, facial expression, visual contact).

Syntactic-discursive structures

- Logical relationship: "and, or, but, because, to + infinitive, as...as, "smaller than...", "-er than"; "the biggest!" "Frightened", "excited".
- Temporary relationships ("Before/After"; "Tidy up before you go"). Present simple and continuous, past simple, past continuous, future (going to), start-ing, finish-ing -
- Affirmation, negation (wasn't; weren't; "I never go to", "I like but I prefer"), interrogation ("What time do you have lunch?"; "Where is the museum?"; "Why don't we go swimming?" "Have you got any sugar?"; exclamation ("Hurry up!"; "watch out!"; "Don't panic!").
- Possession (Our/Their).
- Expression of existence (There is/are/was/were, There isn't/aren't/wasn't/weren't).
- Cardinal numbers (up to four figures), ordinal numbers (up to two figures).
- Singular and irregular plurals: all, many, a lot, some/any, more, half, a bottle/cup/glass/piece of..., very.
- Modals (necessity: "must"; imperative: "have to"; permission: "may", "might").
- Expression of quantity ("a lot"; "some/any", "half", "all", "many", "a bottle", "a cup of", "a piece of").
- Expression of place ("near to", "near", "far", "from").
- Time expression ("the time", hours, "now", "tomorrow", "next week" + going to; "then", "or", "but", "after that", "at the same time", sometimes", "finally", frequency adverbs).

Communicative functions

- Greetings and farewell ("Sincerely", "See you soon", "Have a nice day/a good weekend", introducing ourselves, expressing gratitude ("thank you very much"; "You are welcome"; "Not at all"), invitations ("let's...", "Have a cookie", "Come to my party!"). Excuses: "excuse me", "sorry".
- Narrating recent, future and past events (present simple, present continuous, past simple, future; "going to", "will").
- Expression of abilities ("Can", "can't", "It can...", "Can you...?"), feelings (frightened, excited), intention (be going to).
- Expression of likes and preference ("Like", "dislike", "love", "hate", "My favourite..."; "I like this because it's..." "I like but I prefer", "I think it is..."), options, d) agree (Of course) or disagree.
- Description of people, animals (present simple with they: "they lay eggs") ("2nd and 3rd person + have got"), activities and places.
- Comparatives ("bigger than...").
- Ask for help and offering ("Could you?..."), information, instructions, objects, opinion and permission.
- Ask for help and offering ("Could you?..."), information, instructions, objects, opinion and permission.

High frequency vocabulary:

Personal identification (This, that, these, those, here, there, live...; adjectives: cloth and accessories), home, types of houses; dairy routines (often, sometimes, never); family and friends (cousin, grandchildren); work and leisure; free time, sports (cinema, like, prefer, think); journeys and holidays (ticket, travel, single-double-room...), health ("cut", "bruise", "allergy to"...); education and study ("find out", "discover"); shopping and trading ("How much...?"; "Expensive/Cheap"); food and restaurants (meat; pork, beef, lamb... ingredients for recipes; instructions to make, stomach...); means of transportation (timetable, next train to, delayed, tickets, motorway...); language and communication ("How can I help you?", "Do you need anything?"); environment; pollution; contamination; climate, ICTs (window, print, search, download, upload, pen drive, usb, cloud, application...).

CONTENTS

Block 1 : Comprehension of oral texts

Comprehension strategies:

- Mobilization of previous information about type of task and theme in know-unknown conditions.
- Identification of textual type, adapting its comprehension.
- Distinction of types of comprehension (global meaning, mean points)
- Formulation of hypothesis about content and context (inference, imagination and prediction).
- Meaning inference and hypothesizing on meaning from the understanding of significant linguistic and paralinguistic features (gestures, facial expression, eye contact, posture, images and graphics, body contact, proxemics).
- Reformulating hypotheses from understanding new elements.

Sound Patterns

- Accent, rhythm and intonation

Block 2 : Production of oral texts (expression and interaction)

Production strategies

Planning

- Structuring a presentation or interview.
- Conceiving the message clearly, distinguishing the main idea or ideas and its basic structure.
- Adjust the text to the addressee, context and channel.

Realization

- Express the message clearly and coherently, structuring it properly and adjusted, if necessary, to models and formulas for each type of oral interaction.
- Readjust the task (take a more modest version of the task) or message (to compromise on what you really like to express), after assessing the difficulties and available resources.
- Leaning in and take advantage of previous knowledge.
- Compensate linguistic shortcomings by linguistic procedures, paralinguistic or paratextual:
 - Linguistics: modify words with similar meaning; define or paraphrase a word or expression.
 - Paralinguistics and paratextuals: Ask for help; point at objects, use deictics or use gestures in order to clarify the meaning. Use culturally appropriate body language (gestures, facial expressions, posture, visual or physical contact, proxemics).

Sound Patterns

- Accent, rhythm and intonation.

Block 3. Comprehension of written texts

Graphic patterns and orthographic conventions

- a) Graphic patterns and orthographic conventions (dot, comma, dash, brackets - and no signs - question, exclamation, ellipsis), as well as frequently used symbols and abbreviations (©, @, £, \$, St.)

- Comprehension strategies:**
- a) Mobilization of previous information about type of task and theme in know-unknown conditions.
 - b) Identification of textual type, adapting its comprehension.
 - c) Distinction of types of comprehension (global meaning, mean points).
 - d) Formulation of hypothesis about content and context (inference, imagination and prediction).
 - e) Meaning inference and hypothesizing on meanings from the understanding of significant linguistic and paratextual (images and graphics)
 - f) Reformulating hypotheses from understanding new elements.

Block 4. Production of written texts (expression and interaction)

Graphic patterns and orthographic conventions

- a) Graphic patterns and orthographic conventions.

Realization

- a) Express the message clearly and coherently, properly structuring it and adjusted, if necessary, to models and formulas for each type of oral interaction.
- b) Readjust the task (take a simpler version of the task) or message (to compromise on what you really would like to express), after assessing the difficulties and available resources.
- c) Rely on previous knowledge and take advantage of it.
- d) Compensate linguistic shortcomings by linguistic paralinguistic or paratextual procedures:
 - Linguistics: modify words with similar meaning; define or paraphrase a word or expression.
 - Paratextuals: use drawings, graphics or images in order to clarify the meaning.

Planning

- a) Structuring a presentation or interview.
- b) Conceiving the message clearly, distinguishing the main idea or ideas and its basic structure.
- c) Adjust the text to the addressee, context and channel.

ORGANIZATION

Organization and sequencing of Contents: Teaching Numbered Units

The inclusion of the key competences in the curriculum is part of an attempt to integrate formal learning specific to each subject area with less formal learning, allowing students to see the relationship between the different subjects and use learned skills in one area in different contexts.

English foreign language learning contributes directly to the development of competence in linguistic communication as it increases, enriches and complements the pupil's communicative capacity. While language learning is based on the development of the four communicative skills (listening, speaking, reading and writing), it helps to develop this competence in the same way as the study of the pupil's native language. However, the development of the key competences can be achieved in all subject-areas of the curriculum.

This **Syllabus Design** looks at aspects of the seven competences which can most easily be developed within the subject area of English foreign language. It describes how the competences are included and developed through working objectives, evaluation criteria and contents.

» *Units structure*

Each unit in **6th grade** follows the same structure. This makes it easier for both, the pupils and the teacher to get used to methodology, and to encourage habits. The organization is flexible and will adapt to classroom needs.

Lesson 1: Introducing vocabulary

At the start of every lesson, I will use visual aids (posters, flashcards, videos...) to give the students an overview of what they are going to learn in the Unit. The new vocabulary is first presented by me (the teacher) using those visual aids, like flashcards, videos or apps, for example, via a listening activity. We will link the new to known vocabulary with a story or conversations. Filling out a rubric will give me the feedback for initial evaluation.

Lesson 2: Practising vocabulary

The pupils practise a conversation or play a game using new vocabulary (*Kagan structures*). They will look for different ways to use the vocabulary and how to find out the meaning of unknown words. In this lesson, pupils listen to conversations which include the new vocabulary and match each conversation with a picture. Then they use the vocabulary in a written exercise, in conjunction with other vocabulary they have seen. After this, they focus on the spelling of the new words, and finally they group the new words in meaningful categories (they can cut pictures, stick them on their notebooks and write down near the meaning or making a dictionary at the end of their notebooks, or adding new vocabulary to their digital dictionary - iPad-).

Lesson 3: Story

First the pupils review the vocabulary with a reading. After this, they listen to a story twice. Then we can check pupil's comprehension with matching activities, such as matching sentences from the story with the pictures in the story. Finally, some "fun expressions" from the story are highlighted.

The idea is to become familiar with structure and its meaning before the formal presentation and practice.

Lesson 4: Language focus 1

This lesson gives the pupils the opportunity to practise the first language point that they saw in the story in the previous lesson, focusing on the vocabulary and grammar. Pupils read questions and identify which one was on the story and make more sentences (answers or questions), using new grammar and vocabulary. They listen and answer other classmates' questions in groups (Round Robin). Here is where we use the text book more.

Lesson 5: Language focus 2

This lesson is related to language focus 1 increasing the level of difficulty: for example, if we have seen present affirmative sentences, now we will practise negative ways. They will use patterns to review the structure because of days have passed since last lesson. Pupils now have to fill in blank gaps with their own choice of language. Pupils can then make a range of sentences and also combine them to extend the vocabulary possibilities. Lastly, pupils can do the extra grammar practise using computer games or other game tasks.

Lesson 6: Playscript

In this lesson pupils complete and read a playscript. The playscript is a shortened version of the story in the unit. First pupils group words in categories to complete the playscript. Each pupil takes the role of one character in the playscript in groups so that we can check their reading level.

Lesson 7: Reading and writing

This lesson focuses on writing styles and sources. In each lesson the pupils see an example of written material, for example a leaflet or a recipe. After reading, pupils and teacher answer questions and then pupils can write a parallel piece writing; it is a first version of rough paper in their notebooks. After that, pupils change their notebooks with their shoulder classmates and correct them.

Lesson 8: Learning for life

This lesson has a double purpose: to make the pupils aware of the language they have seen and practised in the unit, and to introduce values theme, such as doing the best protecting the environment. After this I will introduce values theme, and apps in order to take advantage of ICTs, and encourage pupils to discuss.







Lesson 9: Learning trough English

In this lesson we can adapt vocabulary and grammar to know more about Spanish and English cultures. We will look for pictures and internet resources. Students will review the whole topic and, working by groups using Kagan's learning strategies, they will summarize the main ideas and make a speech so that as teachers, we could evaluate their improvement.

Lesson 10: Review and self-evaluation

This lesson has three purposes: to make the pupils aware of all vocabulary, language structures and other work they have done in the unit; to focus on the pronunciation of specific vowel sounds, usually comparing one vowel sound to another; and to encourage pupils' awareness of the progress they are making. The evaluation activity will contain a summarize mix of vocabulary, grammar structures and expressions, similar like a little test with motivation task such as crossword or web quests activities, Socratives and Kahoots.

ORGANIZATION

UNIT 1: WELCOME BACK!			
Justification		First unit has the main aim of introducing teacher and pupils to know each other, stimulating a pleasant work atmosphere and to review student's knowledge.	
Key Competences		Above all of them, in this Unit we will work the following competences:      	
Didactic objectives		Criteria	
To review basic language of the previous school year.	01 to 09 012 to 018	To be able to recognize basic language of the previous school year.	Cr.1.1 Cr.1.2 Cr.2.1 Cr.2.3 Cr.3.2 Cr.4.1 Cr.4.4
To assimilate personal information.		To be able to ask and answer about personal information.	
To assimilate ordinal numbers.		To be able to recognize, read and write ordinal numbers.	
To review the months of the year.		To be able to recognize, read and write months of the year.	
To review numbers.		To be able to recognize, read and write numbers.	
Contents			
Personal Information questions: What's your / telephone number / address? How are you? How do you do? When's your birthday? It's on the twenty-seventh of September.		CESS: a, b, e.; CESD: c, f, k. ; CEHF ; CEFC: b. B1S: a ; B1CS: a. ; B2R: a, c. ; B2S: a. ; B3C: a, b, c. ; B3G: a ; B4P: a, b, c. ; B4R: a. ; B4G: a.	
Numbers: One, two, three... until thirty.		CESD: f.; CEHF ; B1S: a ;B2S: a. ; B4G: a.	
Ordinal numbers: First, second, third, fourth...		CESD: f. CEHF ; B1S: a ;B2S: a. ;B4G: a.	
Months of the year: January, February, March, April...		CEHF ; B1S: a ;B2S: a. ;B4G: a.	
Skills			
Reading		Read ordinal numbers and months. Read personal information questions.	
Listening		Listening to personal information. Ask and answer about personal information (name, age, address, phone number, birth date).	
Speaking		Act out a role play.	
Writing		Complete a crossword with months.	

UNIT 1: WELCOME BACK!

Resources

We are going to use posters, photocopied worksheets, computer with speakers, Tablets and iPads to listen to easy conversations, flashcards to present new vocabulary, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks and hang pictures and works on the wall. Digital resources. Zack's present, Pipi Long go to school and The Wizard of Oz videos for drama.

Cross-curricular contents and Social values

In this unit we will work on education for tolerance, peace, education for coexistence and intercultural education for gender equality. Social Studies: people, demography, organization of the school and politics structures of Spain.

Timing

From the 10th to 30th September 2018 (15 sessions; half work day around 12 sessions).

Back
school 2



CODIFICATION KEY

CESS: Common elements to blocks 1, 2, 3 and 4, Sociocultural and Sociolinguistic aspects. Plus letter.

CESD: Common elements to blocks 1, 2, 3 and 4, Syntactic-discursive structures. Plus letter.

CECF: Common elements to blocks 1, 2, 3 and 4, Communicative functions. Plus letter.

CEHF: Common elements to blocks 1, 2, 3 and 4, High frequency vocabulary. Plus letter.

O: Objective from the subject-area of English.

B: Block ; **C:** Comprehension strategies ; **S:** Sound Pattern; **P:** Planning ; **R:** Realization ; **G:** Graphic patterns and orthographic conventions.


Example:

B3Cb: Block number 3, Comprehension strategies, b) ; Identification of textual type, adapting its comprehension.

Cr: Criteria.

ORGANIZATION

UNIT 2: WHAT'S UP KIDS!

Justification		This unit has the main aim of introducing common vocabulary and grammar of the school and items of their nearby context, going over past of verb to be.	
Key Competences		Above all of them, in this Unit we will work the following competences: 	
Didactic objectives		Criteria	
To review and learn basic language of personal possession and prepositions.	01 02 04 to 016 018	To be able to learn basic language of personal possession and prepositions.	Cr.1.1 Cr.1.3 Cr.2.2 Cr.2.3 Cr.3.2 Cr.4.1 Cr.4.2
To learn and use time phrases.		To be able to learn and use time phrases.	
To assimilate verb to be: is/are.		To be able to use properly past simple: was/were	
To review prepositions seen last year.		To be able to recognize, read and write months of the year.	
To review days of the week.		To be able to recognize, read and write days of the week.	
Contents			
Personal possessions: Where is my...? Are they...? Our / Their... Sweets, glasses, rollerblades, magazine, watch, umbrella, cards, bag...		CCESD: c, d. ; CEHF ; CECF: b. B1CS: a, b, c, d, e. ; B2R: a, c. ; B2S: a. ; B3C: a, b, c. ; B3G: a ; B4P: a, b, c. ; B4R: a. ; B4G: a.	
Prepositions: Behind, in front of, next to.		CESD: j. ; B4G: a.	
Verb to be: The glasses were next to the bag. She was at school.		CESD: c, j. ; CEHF ; CECF: b. B1CS: a, c. ; B2R: a, c. ; B2S: a. ; B3C: a, b, c. ; B3G: a ; B4P: a, b, c. ; B4R: a. ; B4G: a. B1S: a	
Time phrases: What's the time? It's seven o'clock / quarter past / half past / quarter to Morning, night, afternoon, evening.		CESD: k. ; CEHF ; CECF: b. B1CS: a, b, c, d, e. ; B2R: a, c. ; B2S: a. ; B3C: a, b, c. ; B3G: a ; B4P: a, b, c. ; B4R: a,b ; B4G: a.	

UNIT 2: WHAT'S UP KIDS!

Skills

Reading

Read the personal possessions words and time words.
Read and draw items in the correct location.

Listening

Recognize the personal possessions words and time phrases.
Listen and identify location.

Speaking

Talk about what you have got with you.
Talk about where things are.

Writing

Write the words for personal possession.
Write about where things are.

Resources

We are going to use posters, photocopied worksheets, the tape recorder or computer with speakers to listen to easy conversations, flashcards to present new vocabulary, clocks, pupil's clothes, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks and hang pictures and works on the wall.
Digital resources: Tablets, iPads and apps.

Cross-curricular contents and Social values







In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, environmental education, health, consumer education and driver education.

Timing

From the 1st to 30th October 2018 (18 sessions, Halloween 9th October: 8th and 9th Festivals).



ORGANIZATION

UNIT 3: FASHION!			
Justification		This unit has the main aim of introducing common cloth vocabulary, the verb to be, grammar of the school and items of their nearby context continuing with last lesson.	
Key Competences		Above all of them, in this Unit we will work the following competences:      	
Didactic objectives		Criteria	
To learn basic vocabulary related to clothes.	01 to 05 to 017	To be able to learn basic vocabulary related to clothes.	Cr. 1.1 Cr. 1.2 Cr. 1.3 Cr. 1.4 Cr. 2.1 Cr. 2.3 Cr. 3.1 Cr. 3.2 Cr. 4.1 Cr. 4.2
To learn and use possessive adjectives, and adjectives to describe people.		To be able to learn and use possessive adjectives, and adjectives to describe people.	
To use properly this/these possessive 's.		To be able to use properly this/these possessive 's.	
To use present continuous with wearing.		To be able to present continuous with wearing.	
Contents			
Clothes: Belt, coat, gloves, scarf, shirt, tights, tracksuit, trainers, cup... Other vocabulary: top half, bottom half, team, amazing, portrait, drawing, eyebrow, chin, forehead...		CEHF ; B1S: a ;B2S: a. ;B4G: a.	
Possessive adjectives: His / her What colour 's his jacket? / What colour are her shoes? Adjectives: rich, poor, serious, angry, happy, sad...		CESD: c, i. ; CEHF ; CECF: b. B1CS: a, b, c, d, e. ; B2P: a, b,c. ; B2R: a-d. ; B3C: a, b, c. ; B3G: a ;B4P: a, b, c.; B4R: a.; B4G: a.	
This / These, possessive 's Like /dislike This is Luke 's scarf. I like it. These are John 's trousers. I don 't like them.		CESD: c, d. ; CEHF ; CECF: b, d B1CS: a, b, c, d, e. ; B2R: a, c. ; B2S: a. ; B3C: a, b, c. ; B3G: a ; B4P: a, b, c. ; B4R: a. ; B4G: a.	
Present continuous with wearing: What 's he / she / Carl wearing? He 's / She 's wearing...		CESD: b. ; CEHF ; CECF: b, d. B1CS: a, b, c, d, e. ; B2R: a, c. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a. ; B4G: a.	

UNIT 3: FASHION!

Skills

Reading

Read the words for clothes and adjectives to describe people.

Listening

Recognize words for clothes and adjectives to describe people.

Speaking

Say what someone is wearing.
Ask and answer about colour.

Writing

Write the words for clothes and adjectives to describe people.
Write about who things belongs to.

Resources

We are going to use posters, photocopied worksheets, the tape recorder or computer with speakers to listen to easy conversations, flashcards to present new vocabulary, pupil's clothes, portraits, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks and hang pictures and works on the wall. Digital resources: Tablets, iPads, apps.

Cross-curricular contents and Social values


In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, sex education, and consumer education.

Timing

From the 2nd November to 30th November 2018 (16 sessions).



ORGANIZATION

UNIT 4: I LOVE MY FAMILY			
Justification		The main aim in this Unit, is to introduce and review vocabulary related to family and abroad descriptions using emotional adjectives and grammar structures, and to develop attitudes of respect and tolerance.	
Key Competences		Above all of them, in this Unit we will work the following competences: 	
Didactic objectives		Criteria	
To learn basic vocabulary related to family.	01 to 018	To be able to learn and use properly basic vocabulary related to family.	Cr.1.2 Cr.1.3 Cr.2.1
To identify and describe family members using pictures.		To be able to identify and describe family members using pictures.	Cr.2.3 Cr.2.4
To ask and answer about his/her family.		To be able to ask and answer properly about his/her family.	Cr.3.1 Cr.3.3
To describe people using adjectives.		To be able to describe about people using adjectives.	Cr.4.1 Cr.4.3 Cr.4.4
Contents			
Family: Father, dad, mother, mom, grandfather, grandpa, grandmother, grandma, children, son, daughter, brother, sister, uncle, aunt, cousin, grandchildren...		CEHF ; B1S: a ; B2S: a. ; B4G: a.	
Expressions and comparatives: What does he / she look like? He / She is tall, short, young thin, fat, handsome / pretty, blonde... He / She has got brown eyes, big mouth, long black hair.. What does he like? He / She is kind, friendly, generous, naive, polite, sensible, sensitive, self-confident, lazy, annoying, brave, crazy... Bigger/smaller than.		CESS: d, e. ; CESD: c, d, e. ; CEHF ; CECF: d, f. B1S: a ; B1CS: a-f. ; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a, c. ; B4G: a.	
Skills			
Reading	Read the words for describing people. Read word related to family.		
Listening	Recognize the words for describing people. Listen to descriptions of a familiar and say true or false.		
Speaking	Ask and answer others about their family Describing a family picture.		
Writing	Write the words for family. Write a description about a family member.		

UNIT 4: I LOVE MY FAMILY

Resources

We are going to use posters, worksheets, or computer with speakers to listen to easy conversations, flashcards, portraits, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks. Spellings adding er comparative Keynote, Job definition match and Jobs board games. Digital resources: Tablets, iPads and apps.

Cross-curricular contents and Social values

In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, health promotion, sex education and consumer education.


Timing

From the 1st November to 18th December 2018 (14 sessions, Thanks giving 26th November: 25th, 26th Festivals).



ORGANIZATION

UNIT 5: SLEEPING BELOW THE STARS

Justification		This unit has the main aim of introducing new vocabulary and verb to have to relate topic with their nearby context and to develop attitudes of taking care of environment.	
Key Competences		Above all of them, in this Unit we will work the following competences: 	
Didactic objectives		Criteria	
To learn basic vocabulary related to camping things and nature.	01 02 04 05 07 to 018	To be able to learn basic vocabulary related to camping things and nature.	Cr.1.1 Cr.1.2 Cr.2.1
To learn and use verb to have.		To be able to learn and use verb to have.	Cr.2.3 Cr.2.4
To review verb to be and prepositions.		To be able to use properly verb to be and prepositions.	Cr.3.1 Cr.3.2
To learn adjectives to describe music.		To be able to use properly to learn adjectives to describe music.	Cr.4.1 Cr.4.2 Cr.4.3
Contents			
Camping items: Blanket, comb, mat, pillow, pyjamas, sleeping bag, toothbrush, torch, towel, sunglasses... Other vocabulary: What else? I can't find... Ready, bear, tidy, hook...		CESS: d, e. ; CESD: c, d, e. ; CEHF ; CECF: d, f. B1CS: a-f. ; B2R: a-d. ; B2S: a. ; B2P: a. ; B3C: a-f. ; B3G: a; B4P: a, b, c. ; B4R: a, dc. ; B4G: a.	
Have got: Have you got a torch? / Have you got any brothers or sisters? I haven't got a / any...		CESS: d, e. ; CESD: c, d, e. ; CEHF ; CECF: d, f. B1CS: a-f. ; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a, c. ; B4G: a.	
Is / Are, prepositions: near to, near, far. Is the comb on the bed? No, it's near the chair. Are the towels near me? No they're far away.		CESS: d, e. ; CESD: c, d, j. ; CEHF ; CECF: d, f. B1S: a. B1CS: a-f. ; B2R: a-d. ; B2S: a. ; B2P: a-d. B3C: a-f. ; B3G: a; B4P: a, b, c. ; B4R: a,c.; B4G: a.	
Adjectives to describe music: High, low, fast, slow, loud, quiet, tempo, dynamic... I think it sounds like a hen. I think that kind of music is fast and high.		CEHF; B1S: a ;B2S: a. ;B4G: a.	

UNIT 5: SLEEPING BELOW THE STARS

Skills

Reading

Read the words for camping things and adjectives to describe music.

Listening

Recognize words for camping things and adjectives to describe music.

Speaking

Ask and answer about what you have / haven't got.
Describe music.

Writing

Write the words for camping things and adjectives to describe music.
Write about what you have / haven't got.

Resources

We are going to use posters, photocopied worksheets, the tape recorder or computer with speakers to listen to easy conversations, pupil's clothes, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks and hang pictures and works on the wall. Digital resources Tablets, iPads and apps. Rainforest, Where the forest meets the sea and Into the forest Power Point.

Cross-curricular contents and Social values

In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, environmental education, health promotion, sex education, and consumer education. Natural Science: plants, protecting the environment, ecology.


Timing

From the 21st December 2018, to 28th January 2019 (16 sessions).



ORGANIZATION

UNIT 6: LOOKING AT ANIMALS!

Justification		The main aim is to introduce new vocabulary about animals and broaden verb to have (has got), relating topic with their nearby context and to develop attitudes of taking care of animals.	
Key Competences		Above all of them, in this Unit we will work the following competences: 	
Didactic objectives		Criteria	
To learn basic vocabulary related to animals.	01 02 04 05 07 to 018	To be able to learn basic vocabulary related animals	Cr.1.1 Cr.1.2
To learn and use verb to have.		To be able to learn and use verb to have.	Cr.2.1 Cr.2.3
To learn how to describe animals.		To be able to describe properly animals.	Cr.2.4 Cr.3.1 Cr.3.2
To learn adjectives to describe animals.		To be able to use properly to learn adjectives to describe animals.	Cr.4.1 Cr.4.2 Cr.4.3
Contents			
Animals: Ant, guinea pig, lizard, stick insect, tortoise, butterfly, canary, snail, rabbit, parrot, snake, fish... Other vocabulary: Insects; fly, bee, ladybird, grasshopper, dragonfly, torax...		CEHF ; B1S: a ;B2S: a ;B4G: a.	
Has got: / all, many, a lot... Have you got a guinea pig? / Have you got a tortoise? He / She hasn't got a / any.. There are a lot of birds! Review: Do you like... / I like / don't like...		CESS: d, e. ; CESD: a, c, d, e,g ; CEHF ; CECF: d, e. ; B1CS: a-f. B1S: a; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a, c. ; B4G: a.	
Adjectives to describe animals: / Comparatives review: bigger, smaller and as..as. Big, small, green, fast, slow, furious, wild, domestic... It's brown / It has big wings / It can't fly / It can sting. Can I hold it? What's the matter? It has brown hair...		CESS: d, e. ; CESD: a, c, d, e, g ; CEHF ; CECF: d, e. ; B1CS: a-f. B1S: a; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a, c. ; B4G: a.	

UNIT 6: LOOKING AT ANIMALS!

Skills	
Reading	Read the animal and insect words. Read descriptions of insects.
Listening	Recognize the animal and insect words. Listen and identify animals and insects.
Speaking	Ask and answer about what animal people have got. Describe animals and insects.
Writing	Write the animal and insect words

Resources

We are going to use posters, photocopied worksheets, the tape recorder or computer with speakers to listen to easy conversations, flashcards to present new vocabulary, pupil's clothes, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks and hang pictures and works on the wall. Digital resources Tablets, iPads, apps, and Wallace and Gromit: The curse of the Were-Rabbit, and Comparing animals Power Point. Animal shape poems. Underwater animals Power Point.

Cross-curricular contents and Social values


In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, environmental education, health promotion, sex education, and consumer education. Natural Science: animals, taking care of environment.

Timing

From the 29th January to 26th February, 2019 (17 sessions, Carnival 4th February: 4th, 5th Festivals).



ORGANIZATION

UNIT 7: SUPER-SUPERMARKET!			
Justification		The main aim is to introduce new vocabulary about food and plants, relating topic with their nearby context, nutrients they eat, and to develop attitudes of healthy eating habits.	
Key Competences		Above all of them, in this Unit we will work the following competences: 	
Didactic objectives		Criteria	
To learn basic vocabulary related to food and plants.	01 to 05 07 to 09 013 to 018	To be able to learn basic vocabulary related to food and plants.	Cr. 1.1 Cr. 1.2 Cr. 1.3 Cr. 2.1 Cr. 2.2 Cr. 3.1 Cr. 3.2 Cr. 4.2 Cr. 4.3
To describe the parts of a recipe.		To be able to describe properly animals.	
To review and use verb to like (negative)		To be able use properly the verb to like (negative).	
To use structures How much and made of.		To be able to use properly structures such as: How much, it is made of...	
Contents			
Food: Broccoli, butter, pork, beef, lamb, flour, spinach, asparagus, strawberries... Recipe.		CEHF ; B1S: a ;B2S: a. ;B4G: a.	
To like: He / She likes / doesn't like... I like lamb but I prefer pork. Review: Do you like... / I like / don't like...		S CESS: a, b, d, e. ; CESD: c, d, j. ; CEHF ; CECF: d, f. B1S: a. B1CS: a-f. ; B2R: a-d. ; B2S: a. ; B2P: a-d. B3C: a-f. ; B3G: a; B4P: a, b, c. ; B4R: a-d.; B4G: a.	
How much / made of: How much is it? It is... How much are strawberries? They're... This cake is made of chocolate, vanilla, maize, tea leaves... We use maize to make cereals for breakfast.		CESS: d, e. ; CESD: a, c, d, e,g ; CEHF ; CECF: d, e. ; B1CS: a-f. B1S: a; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a, c. ; B4G: a.	
Skills			
Reading		Read the words for food. Read a recipe.	
Listening		Recognize the words for food and parts of a plant. Listen and write prices.	
Speaking		Ask and answer about prices. Ask and answer about what parts of the plant different food are.	
Writing		Write the words for food and parts of plants. Write a recipe.	

UNIT 7: SUPER-SUPERMARKET!

Resources

We are going to use posters, photocopied worksheets, the tape recorder or computer with speakers to listen to easy conversations, flashcards to present new vocabulary, food, recipes, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks and hang pictures and works on the wall. Digital resources Tablets, iPads and apps. Jamie Oliver food experiment and Hector's menu activity.

Cross-curricular contents and Social values

In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, environmental education, health promotion, and consumer education. Natural Science.


Timing

From the 28th February to 23rd March, 2019 , (17 sessions Peace Day 28th).



ORGANIZATION

UNIT 8: OUR BEAUTIFUL TOWN

Justification		The main aim is to introduce new vocabulary about city and town, expression of existence (There), relating topic with their nearby context and to develop social skills.	
Key Competences		Above all of them, in this Unit we will work the following competences: 	
Didactic objectives		Criteria	
To learn basic vocabulary related to places in the town and the country.	01 to 05 to 018	To be able to learn and use properly basic vocabulary related to places in the town and the country.	Cr.1.2 Cr.1.3 Cr.2.1 Cr.2.3 Cr.3.1 Cr.3.2 Cr.4.2 Cr.4.3
To identify and describe a place.		To be able use properly to use there is /are structure.	
To ask where places are.		To be able to ask where places are.	
To say greetings and regards.		To be able to say greetings and regards.	
Contents			
Places in a town: Bus station, car park, library, post office, restaurant, supermarket, shopping centre, swimming pool, cinema, park, school, train, motorway, ticket, delay..		CEHF ; B1S: a ;B2S: a. ;B4G: a.	
There is / are: / Greetings and excuses There ´s a bank. There are eight swings. Is there a...? / Are there any...? Review: Where ´s the shopping centre? It ´s near to... Excuse me... Thank you very much! Have a nice day!		CESS: a-e. ; CESD: a, b, c, e, h ; CEHF ; CECF: d, e. ; B1CS: a-f. B1S: a; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a,-d. ; B4G: a.	
Places in the country: Path, road, highway, bridge, river, picnic, area, wood, beach... North, South, West, East. Map, adventure, island, key, cross, drive, return... Review: Start at...Walk to...Cross the...Don ´t drop rubbish, put it in a bin.		CEHF ; B1S: a ;B2S: a. ;B4G: a.	
Skills			
Reading	Read the words for places in the town and the country. Read about places and identify them.		
Listening	Recognize the words for places in the town and the country. Listen to descriptions of streets and identify them.		
Speaking	Ask and answer about where places are.		
Writing	Write the words for places in the town and the country. Write descriptions of places.		

UNIT 8: OUR BEAUTIFUL TOWN

Resources

We are going to use posters, photocopied worksheets, the tape recorder or computer with speakers to listen to easy conversations, flashcards, maps, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks. Digital resources: Tablets, iPads and apps.

Cross-curricular contents and Social values

In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, environmental education, health promotion, consumer education and driver education.


Timing

From the 4th April to 25th April, 2019 (14 sessions Book day: 21st).



ORGANIZATION

UNIT 9: WORK OUT!

UNIT 9: WORK OUT!			
Justification		The main aim is to introduce new vocabulary about sports and the verbs to do and to play, to develop attitudes of taking care of help doing exercise, and healthy habits.	
Key Competences		Above all of them, in this Unit we will work the following competences: 	
Didactic objectives		Criteria	
To learn basic vocabulary related to sports.	01 to 09 013 to 016	To be able to learn and use properly basic vocabulary related to sports.	Cr.1.1 Cr.1.2 Cr.1.3
To identify and describe sports.		To be able to identify and describe properly sports.	Cr.2.2 Cr.2.3 Cr.2.4
To write a basic notice.		To be able to write properly a basic notice.	Cr.3.1 Cr.3.2 Cr.3.3
To talk about and abilities they have and sports they do.		To be able to talk about abilities they have and sports they do.	Cr.4.2 Cr.4.3
Contents			
Sports: Badminton, baseball, basketball, chess, gymnastics, hockey, judo, table, tennis, tennis, handball, volleyball, football... Other vocabulary: wig, drum, flag, half, quarter, three quarters. Pass me the ball...		CEHF ; B1S: a ;B2S: a. ;B4G: a.	
Do you do / play? Can you? Do you do judo? Do you play basketball? I play... / I do... Review: Is there a tennis class on Monday?		CESS: d. ; CESD: a. ; CEHF ; CECF: a. ; B1CS: a-f. B1S: a; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a,-d. ; B4G: a.	
Skills			
Reading		Read the words for sports. Read signs and notices (sports).	
Listening		Recognize the words for sports. Listen to descriptions of a picture and say true or false.	
Speaking		Ask and answer about sports activities.	
Writing		Write the words for sports. Write about activities you do. Write a notice.	

UNIT 9: WORK OUT!

Resources

We are going to use posters, photocopied worksheets, the tape recorder or computer with speakers to listen to easy conversations, flashcards, maps, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks and hang pictures and works on the wall. Digital resources Tablets, iPads and apps.

Cross-curricular contents and Social values


In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, health promotion, sex education and consumer education. Physical Education.

Timing

From the 26th April to 20th May, 2019 (18 sessions).



ORGANIZATION

UNIT 10: WHAT DO I DO EVERYDAY?			
Justification		The main aim in this Unit, is to introduce and review daily routines, to develop attitudes of improving and to develop themselves at everyday life situations and social skills.	
Key Competences		Above all of them, in this Unit we will work the following competences: 	
Didactic objectives		Criteria	
To learn basic vocabulary related to daily routines.	01 to 010 013 to 017	To be able to learn and use properly to learn basic vocabulary related to daily routines.	Cr.1.1 Cr.1.2 Cr.2.1
To identify and describe daily routines.		To be able to identify and describe daily routines.	Cr.2.3 Cr.3.1
To ask and answer about daily routines.		To be able to ask and answer properly about daily routines.	Cr.3.2 Cr.3.3
To write and talk about advertisements		To be able to write and talk about advertisements.	Cr.4.1 Cr.4.3 Cr.4.4 Cr.4.3
Contents			
Daily routines: Get up, have a shower, have breakfast, go to work, go to school, have lunch, leave work, leave school, have dinner, go to bed...		CESS: a, b, d, e. ; CESD: a, b, d, h, k. ; CEHF ; CECF: a ; B1CS: a-f. B1S: a; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a,-d. ; B4G: a.	
Expressions: What time does he have breakfast / leave the school...? What time did she get up? She got up at... He / She has / leaves / gets / goes... She works / doesn't work in Middletown. Review: Do you get up at eight o'clock? No, I get up at quarter to eight.		CESS: a, b, d, e. ; CESD: a, b, d, h, k. ; CEHF ; CECF: a ; B1CS: a-f. B1S: a; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a,-d. ; B4G: a.	
Skills			
Reading		Read the words for daily routines. Read signs and notices for routines.	
Listening		Recognize the words for daily routines. Listen to descriptions of a picture and say true or false.	
Speaking		Ask and answer about daily activities.	
Writing		Write the words for daily routines and advertisement. Write about routines you do. Write a notice.	

UNIT 10: WHAT DO I DO EVERYDAY?

Resources

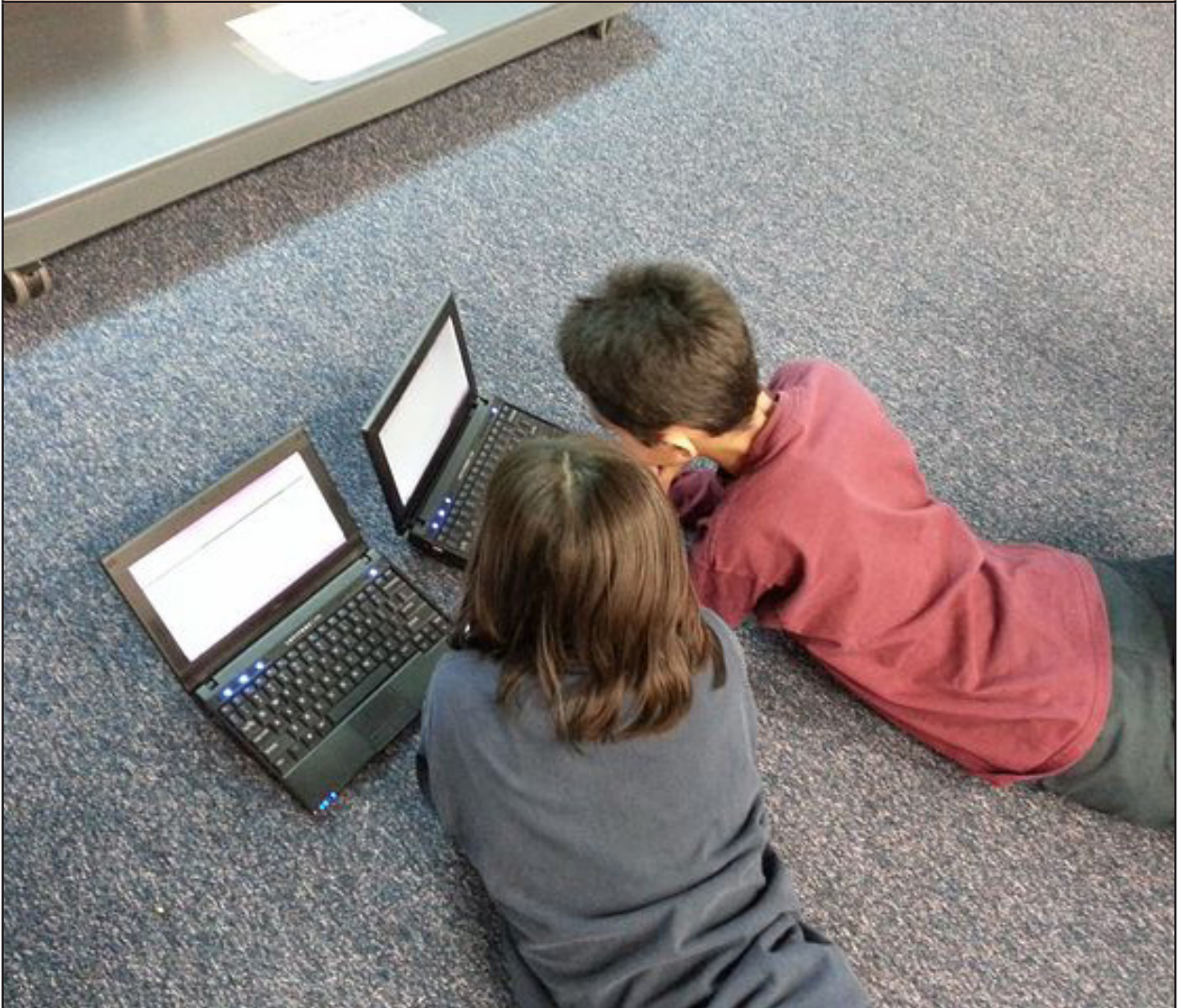
We are going to use posters, photocopied worksheets, the tape recorder or computer with speakers to listen to easy conversations, flashcards, maps, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks and hang pictures and works on the wall. Digital resources such as British sports quiz, or web games, Tablets, iPads and apps.

Cross-curricular contents and Social values







In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, health promotion and sex education.

Timing

From the 23rd May to 15th June, 2019 (15 sessions ; half work day around 12 sessions).



ORGANIZATION

UNIT: FESTIVALS			
Justification		This is a cross-curricular theme that we will work for festivals at school: Halloween (October 31 st), Christmas (December), Easter (April), Valentine´s Day (14 th of February), Environment Day	
Key Competences		Above all of them, in this Unit we will work the following competences:      	
Didactic objectives		Criteria	
To find out Festivals information.	01 to 010 013 to 018	To be able to find out festivals information.	Cr.1.1 Cr.1.2 Cr.1.3 Cr.2.1Cr.2.3 Cr.3.2 Cr.4.1 Cr.4.3 Cr.4.4
To identify festivals and their date.		To be able to identify festivals and their date.	
To think about recycling.		To be awareness about recycling.	
To learn and respect about other customs.		To develop respect to other cultures and customs.	
Contents			
Dates of: Halloween, Christmas, Easter, Valentine´s Day and Environment Day, Peace Day, Saint George... Customs, tradition, and related vocabulary.		CESS: c, d. ; CESD: a, b, d, h, k. ; CEHF ; CECF: a ; B1CS: a-f. B1S: a; B2R: a-d. ; B2S: a. ; B3C: a-f. ; B3G: a ; B4P: a, b, c. ; B4R: a,-d. ; B4G: a.	
Skills			
Reading		Read the words for festivals. Read stories about festivals.	
Listening		Recognize the words for festivals. Listen to stories about festivals.	
Speaking		Ask and answer about festivals.	
Writing		Write the words for festivals. Write about activities you do at any festival. Write greeting cards.	
Resources			
We are going to use posters, photocopied worksheets, computer with speakers to listen to easy conversations, flashcards, the whiteboard and the blackboard to summarize basic vocabulary and structures for the students to write down on their notebooks. Digital resources. Thanksgiving songs, Easter word hunt, Little Christmas three, Tablets, iPads and apps.			
Cross-curricular contents and Social values			
In this unit we will work on education for tolerance, peace, education for coexistence, intercultural education, equality between men and women, health promotion, sex education and consumer education. Social Studies: Europe.			
Timing			
All year long, an average of 2 sessions per celebration.			

Cross curricular themes

“The comprehensive nature of the curriculum means that, in the **development of Key Competences, education about democratic values** are incorporated into the different areas of content in a **transversely** way in order to achieve our society demand, such as education for tolerance, peace , **education for coexistence, intercultural education for gender equality, environmental education, health education, sex education, consumer education and driver education.**”

Order of 16th June 2014, page 2.

Apart from the contents previously mentioned, it is very important to work on cross-curricular elements. The cross-curricular elements are established in the **article 10 of the RD 126/2014, 28th February, and article 8 of the Order of the 16th June 2014**, they complement the contents and contribute to an integral and global development of the student. English offers an excellent opportunity to foster the acquisition of different cross-curricular elements.

“An Integrated Programming is one in which learning requires cross and interrelated relationships with different teaching areas that allow cross-cutting issues.”⁴

Bearing in mind the student’s level of proficiency in the language and their cognitive characteristics, we will focus on the following cross-curricular contents:

- Reading comprehension, oral expression, audiovisual communication, TICs, entrepreneurship and civic education.
- Excellence and equality in education so as to promote equality of opportunity, universal accessibility and no discrimination due to disability or other condition.
- Cooperative learning and development of association among students, encouraging them to create school associations in the school and to participate and take care of its environment.
- Road safety education.
- Healthy diet.
- Peaceful conflict solving and prevention (family, social life, personal life).

As it happens with the contents, the work of the cross-curricular elements is organized and stipulated in the didactic units in this document, from page 17 to 34. We will develop them through activities such as:

- » Activities related to festivities (i.e. Peace Day, International day of Languages, etc).
- » Dialogues.
- » Role plays / Drama.
- » **Unit Festival, and item related to Citizenship (Civic and Social Values).**
- » Tales and storytelling.

4 **The art of good teaching, A. HAIGH. (page 39). Narcea. Madrid, 2010.**

ORGANIZATION

- » Participating in programs organized by several institutions (collecting food, solidarity races, etc.).
- » Cooperative learning structures.

Cross subjects are an **opportunity to globalize teaching** and carry out a truly interdisciplinary programming. Each establishment may give priority to certain of the cross-curricular themes and focus them towards promoting those values that may be of greatest relevance in the own context.

These competences established by **Order of the 16th June 2014** are aimed to modify children's view as regards everyday life due to the evolution of our society and in order to provide the children of Aragon with the aim to integrate within the current **democratic, multilingual and intercultural society**.



Methodology

According to **Article 9** of the **Order of the 16th June 2014, general methodological principles**, I will work all pedagogical and methodological principles showed on our current national and regional legislation, although in bold there will be highlighted those of them specially relevance to my syllabus, in order to achieve a proper development of all Key Competences.

General methodological principles

a) The **attention to the diversity** of students as central methodological decisions. It involves taking action to meet the characteristics of each student and adjust to them combining strategies, methods, techniques, resources, **organization of space and time** for easy to reach learning standards; and to apply the above decisions flexibly according to each educational reality from the perspective of inclusive school.

b) The **development of multiple intelligences from all areas and for all students**. To this end, they must include opportunities to foster those intelligences in which each student has greater capabilities. On the other hand, it is to respond to the diversity of existing learning styles through a combination of verbal, iconic, musical, spatial and mathematical proposals and also those related to -intrapersonal and interpersonal- **emotional intelligence** and body and movement.

*"Anything that is worth teaching can be presented in many different ways.
These multiple ways can make use of our multiple intelligences"⁵*

c) The **really significant learning** through a teaching for understanding and stimulating learning processes. To promote teaching for understanding which encourages the development of an **effective, critical and creative thinking**. Developing teaching thinking skills and habits of mind through all areas, and facilitating the development of an efficient transferable thought all walks of life and learning in line with competence. This type of education boosts the assimilation of learning and improvement in the ability to keep learning.

*"The most important single factor influencing learning is what the learner already knows.
Ascertain this and teach him accordingly".*

David Ausubel, Washinton post interview, 1985

d) The discovery learning as means of learning. Whenever possible, learning should respond to questions raised by the students and involve a process of **investigation** or resolution; which are suitable for work projects and tasks competence, among others.

"Teachers guide, but the students discover", Alan Haigh.



METHODOLOGY

e) The application of learning throughout schooling in real or simulated different contexts, showing its functionality and contributing to the development of key competencies. Performing tasks and activities involving the application of learning throughout schooling in different real or simulated contexts contributes to the development of key competencies and gives greater meaning to many of the learnings. **Learnings must be practical.**

*"Good researchers always **use hands and brain**, that is, **doing and thinking**." J. Liam.*

f) The precision of the interrelation of learning both in each area as interdisciplinary. As recommended by the Royal Decree 126/2014, 28th February, it is important that students understand the relationship between the different learnings of each area and between areas. To do this, from the profile and competence profile area is especially advisable the application of methods and **globalized tasks**, such as interest centres, **projects**, workshops or competencial tasks. This principle reflects the need to link school life and represents, in many cases, an effort of coordination among the teachers involved with the same group of students.

g) Preparation for problems solving of everyday life. It requires training in reflective and creative search for ways and solutions to problems that have no simple or obvious solution. Skills related to solving problems related to planning and reasoning but also to adapt to new situations, intuition, the ability to learn from mistakes and to dare to try, with the development of reflective, critical thinking and creativity and entrepreneurship.

h) Encouraging creativity through open tasks and activities that pose a challenge for students in all areas. Students should understand that knowledge is incomplete and it is possible to explore other possibilities, which is no fear of making mistakes in the search and reflect on the value of their proposals.

"Teachers guide, but the students discover", Alan Haigh.

i) The contribution to autonomy in learning associated with the development of the competence of learning to learn as fundamental to learning throughout life element. Required to include in the curriculum and educational practice aspects such as self-awareness, learning strategies and self-regulation, teamwork and formative evaluation. **The teacher must be a pattern for pupils and must seek the necessary relationship between prior knowledge of students and new knowledge to be achieved in the form of Key Competences development, such us learn to learn one, providing them with techniques and strategies to get on by their selves.**

j) The mental activity and physical activity of students enrich each other. Brain and body are complementary. In a comprehensive training, motor skills must be addressed as a means and an end. Active learning requires movement, exploration, interaction with the environment and others. Motor actions can promote student motivation and willing to learn. **Breaks through Kagan structures will be helpful to oxygenate students when needed.**

k) The coherence between the procedures for learning and for evaluation. This consistency enhances the development of students and their satisfaction with their educational process. As of reference of the evaluation criteria and measurable learning standards, we must pose an ongoing assessment become teachers and to promote the improvement of learning and results. All this should guarantee the right of students to an objective evaluation.

"Valuating students properly allows them to feel valuable", Alan Haigh.

l) **The inclusion of information and communications technologies (ICT) as a teaching resource teacher but also as a means for students to explore their possibilities to learn, communicate and make their own contributions and creations using different languages. ICT must be an everyday tool in the teaching and learning activities.**

m) The achievement of a good classroom atmosphere that allows students to focus on learning and help them in their process of emotional education. This climate is especially dependent on the clarity and consistency of the standards and quality of personal relationships. It should be borne in mind that we must help students develop and strengthen the principles and values **that promote equality and promote coexistence, from conflict prevention and the peaceful settlement of conflicts and non-violence in all areas.**

n) The combination of **different groupings, giving priority heterogeneous over homogeneous**, valuing peer tutoring and **cooperative learning** as a means to promote quality care to all students and education in values. For the challenge of the heterogeneity of the student groups is an element of enrichment is necessary to rely on methods designed specifically for this, as mentioned. This should reverse in a better assessment by students of classroom diversity and a better ability to work with all partners. I will include **Romanian** students to develop civic competence and **Cooperative work teams**.

o) The proper progression of all curriculum elements in the various courses of the stage, paying particular attention to the transition from childhood education and to secondary education. This care should include both cognitive and social-emotional aspects and involves a faculty coordination effort for the benefit of students.

p) Promoting student engagement with learning. For this intrinsic **motivation of students**, joined to responsibility, autonomy and the desire to learn will be promoted. It will be promoted also the involvement of students in the educational process, taking into account their interests and needs, encouraging their participation in decision-making and evaluation. All ensuring consistency with **familiar educational approaches**.

*"The teacher should tell students what he wants them to learn
and show them how they will get it." Alan Haigh.*

q) Teachers have an important influence as a model in the development of students, in their values and behaviours. Resolving conflicts constructively, the affection, curiosity, humour and all the other elements of teaching behaviour cause changes in brain development of students and their way of being and acting.

"Having authority without being authoritarian", Alan Haigh.

r) The relationship with the social and natural environment and, especially, **with families** as the main educational agent. From the classroom should favour the permeability with the environment from which the students. **Coordination and collaboration with families is a fundamental aspect**, which can be added other initiatives such as service learning or learning communities.



METHODOLOGY

Pitifully **emotional education** is a shortly worked component in the classroom, but **it builds self-esteem and self-concept, which results in better student progress**. As teachers, we must know and apply **emotional strategies** as well as certain **courtesy rules** (that are never over), because they are implicit aspects for a proper civic, democratic and axiological education.

Learning in Primary Education stage is characterized by being a **global, comprehensive and based on experience process**, especially as it earlier age. Consequently, the teaching of English foreign languages must follow a consistent approach with these characteristics. So, EFL will offer students the opportunity to develop Basic Competences covering all matter (both linguistic and intercultural as procedural) in an integrated manner, treating the knowledge, skills, competences, abilities and attitudes that includes predetermined sequences as close as possible to occur in reality.

This is directly related to develop a syllabus design to establish a close and clear link between **what is learned for** (objectives), **what is learned** (content) **and how you learn** (methodology), and connected to an assessment of both of the processes used and the marks obtained.

Students in this age group have a natural ability to understand the meaning of communicative situations they face and live through an innate curiosity to understand their closer environment. Their **analytical, metalinguistic, and metacognitive** skills are not already developed enough to participate in those situations, so we will begin from a previous study of the structures and functions of an abstract language. Besides, it is through communicative exchanges with the teacher, classmates and materials as our pupils may start to internalize the linguistic system of English foreign language.

Hence the importance of showing them English foreign language from a contextualized use that exemplifies their use in experiences and activities that match students' interests and abilities in order to motivate and stimulate learning. Thus, it offers the opportunity to make hypotheses about its performance, linking them and the Communication Competence to skills they already have in their mother tongue, including English foreign language and knowledge gained in academic, family and social context.

There are a number of conditions for planning classroom tasks that promote learning: to create a pleasant and motivating class atmosphere for all pupils involved in the teaching-learning process, based not only on individual learning but also, and especially, cooperative learning. To establish negotiated rules of conduct between teachers and students in the classroom. To make students aware of the aims that they have to achieve and guide their learning. To provide resources and materials including the use of information and communication technologies. To promote development of motivation so that pupils do not rely on external stimuli only, and to provide positive reinforcement emphasizing the achievements of each student according to their ability and effort. The latter issue is directly related to make mistakes, which is a mean way of the teaching-learning process. Making mistakes is a sign of progressive domain of the new communicative system.

Methodology used in classroom tasks must ensure that the first contacts with the English foreign language are attractive for students **"here and now"** and, at the same time, it is to help lay the groundwork to promote the desire to continue learning. This requires a continuous curricular progression over the three cycles, so that students are not considered "false beginners" at the beginning of each cycle, but there is a real progression of tasks, communication situations and text types that will respond to the evolution of both their interests and their communication needs. The methodology associated with these approaches makes the students main character of their own learning, as it is based on providing meaningful learning opportunities.

As teachers, we must takes on a role in this process. Our role is not limited to transmitting knowledge, but it includes to provide varied and meaningful input, resources for information, to offer opinions, suggestions and

alternatives, to help to make decisions, to pattern tasks, to propose challenges, to structure and guide learning experiences, to encourage students to develop their creativity exploring ideas that will help them gradually forming hypotheses about the functioning of the English foreign language, to make connections with other areas of the curriculum and to support students at all times. In this way, we are to contribute decisively to the students not only develop **Communicative Competence** in English foreign language, but also to develop their individual and social potential as human being.

We also, try to make pupils aware of the strategies that allow them to learn effectively, we will be continually inviting them to communicate in the English foreign language, to be safe to make mistakes, to have interest in the operation of the language, you get used to formulate hypotheses of meaning, to learn to improve their own production through a process with the help of patterns.

Communicative activity and learning process are affected by individual factors such as cognitive style, modes, routes and rates of learning, knowledge and skills, personality, attitudes, motivations, values, beliefs, and so on. All of them are directly related to pupils' features as a person and as a learner: their culture, origin, social, family, prior learning... Diversity and heterogeneity have to be seen as an enriching factor to take advantage of students' different interests, ways of learning, abilities, motivations and behaviours in the development of individual and social skills. As teachers we must keep in mind all these items to do an effective treatment of diversity.

In this methodological framework, the assessment is interpreted as a fundamental instrument for the improvement of the teaching-learning process. Its reports will serve us as a base for further programming and to meet the learning needs of students. Thus, the need for the methodology provides means for monitoring the teaching-learning process and its product: **evaluation and self-assessment shared by teachers and students.**

To sum up, these guidelines emphasize didactic knowledge of English foreign language as the acquisition of a set of competencies across a range of content, the need for a methodology that encourages active student participation in decision-making, to promote autonomy, attention to diversity and the design of the evaluation and method system of improving the teaching-learning process. In other words, it requires a methodology that does not consider learning a foreign language as an intellectual process, but at the development of competences, personal, social, emotional and individual students' features.

» Reading Plan

To promote the habit of reading a daily time will be devoted to it, selecting Storybooks in English (one per term including the traveller book -borrow and lend their own books-), taking advantage of the Library and the Story corner.

» Cooperative Learning

A main methodological resource to achieve aims and to develop Competences will be Cooperative Learning.

"Cooperative learning makes possible to understand the concepts that have to be learned through the discussion and resolution of problems at the group level, through a real relationship. Using this method, students also learn social and communication competences they need to participate in society and live together".

(Delors, 1996).



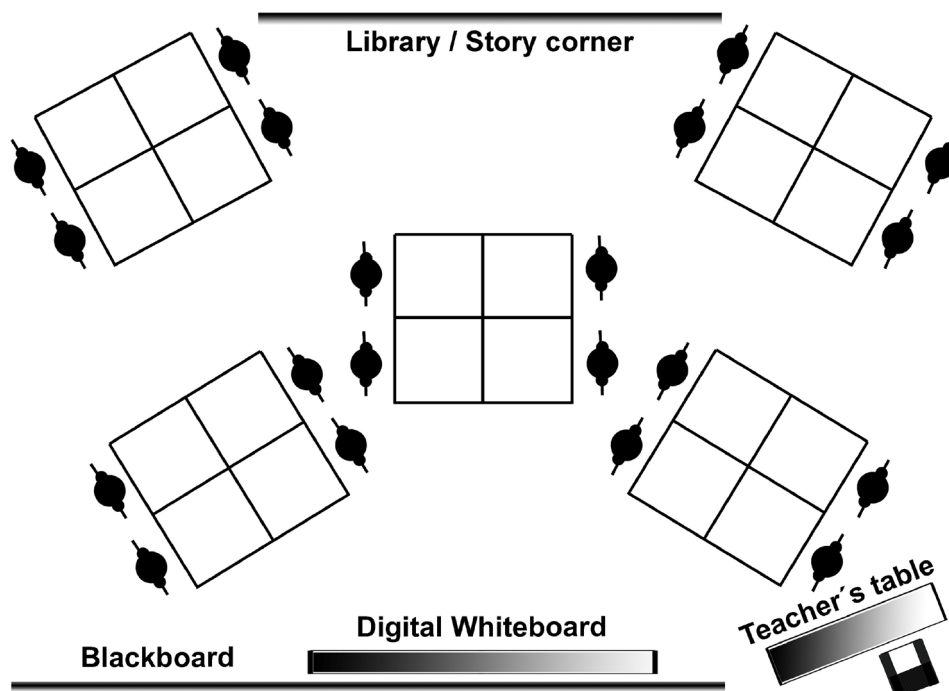
METHODOLOGY

We will use different kind of techniques based on **KAGAN Cooperative Learning Structures**. Let's review few of them: Rally Robin, Round Robin, Round Table, Simultaneous Round Table, Quiz-Quiz-Trade, Fan And Pick, Inside/Outside Circle, Numbered Heads...

» Classroom Organization and Layout

To make a careful planning of our classroom is very important as it helps to create a pleasant, secure atmosphere and to organize tasks. In an ideal situation would be able to organize the classroom in the way we think is most effective for children's learning. In our case, the whole school carry out Kagan Cooperative Learning Strategies, that allows me to create the distribution below with following features:

- ◆ A grid plan made to scale is especially useful if we have an aloud class squeezed into small idea. We are going to use **rectangular tables**.
- ◆ To think carefully about if we want the children to sit in rows or groups. Primary school often have tables arranged in **groups of four pupils**, which make pair and group work easier, but we will change to individual for tests and another kind of single work.
- ◆ A **story corner** for our children is also a good idea, in our case there will be one at the bottom of the classroom, close **classroom's library**. When reading stories, we will be sitting in circle on the floor.
- ◆ In our classroom will be an **English corner** where we will **hang up** our students' **wall-charts** and other **handicraft**, which are worthwhile being exposed because this motivates students a lot.
- ◆ We may also like to include a listening or computer corner which is screened-off by cupboards or screens to provide a quiet corner for listening to audio of stories or pre-recorded listening activities or for working on a computer activity. Besides, we will also use **Tablets P** and, above all, **iPads**.



» **Timing**

The Syllabus has been designed for course 2018/2019

As far as organization of time is concerned, as teachers we must be aware that there may be tasks which take longer or less than we thought when doing program planning. We are planning sessions to last between fifty or fifty five minutes. Besides, we always keep in mind our time table, and the number of sessions that we have in fourth grade: there are 2 hours per week according to Annex III-B plus 3 hour (Centre Autonomy) what means a daily season, weekly time table distribution of Primary Education (25 hours) **Order 14th February 2013, article 6.5 that supports Order 16th June 2014. We can find the time table below:**

Monday	Tuesday	Wednesday	Thursday	Friday
15:00 – 16:00	11:00 – 12:00	11:00 – 12:00	11:00 – 12:00	15:00 – 16:00

A pattern lesson would begin with a motivational chart, picture, video or text. As teacher I will talk to them about new vocabulary and grammar where pupils have to rephrase and repeat and look for the meaning of the words (about 10-15 minutes, if there is brainstorm another 10 min). After that, we can use Kagan's learning strategies (15-20 minutes of Rally Robin, Round Robin...). I will check classroom progress writing down each pupil improvement moving around the classroom, helping them to carry out their work: we will begin always from oral activities and we will finish with written ones, using Apps and ICTs (15-20 minutes). Finally we will have 10-15 minutes to review mean aspects, talking about homework and we can also sing songs, rhymes, or watch some related reward video if they have worked properly and their behaviour has been adequate.

I would like to mention in this paragraph the importance of the coordination with other teachers, above all with the Science teacher. This coordination will be important above all when treating cross-curricular topics or students with difficulties in the learning process: **many students who have problems either in English foreign language as in their mother tongue.**

We should plan careful our time so we do not have to stop in the middle of an activity. We also should finish work on the main teaching point a little early rather than late; we can always find an activity to fill up a few minutes. If we want to give out homework we should take time to explain it beforehand and give an example. Avoid squeezing it in at the very end of the lesson. Homework are important because pupils need to develop habits. It does not have to last longer than twenty - thirty minutes. One kind of homework could be watching English TV programs, like Disney Channel with subtitles. We will try to give praise and encouragement about what the children have achieved during the class.

To be able to have a global seen of the whole course, we can have a look on Autonomous Community of Aragon's school calendar, 2018-2019:

» **Materials**

According to **Order 16th June 2014**, "*The materials are tools for teachers and students work.*" They must provoke students' curiosity, interest and attention, but they should also contribute pupils to feel comfortable at work and to develop confidence in their own abilities as well. They must establish a harmonious relationship between the cognitive demands (linguistic, intrapersonal and interpersonal tasks) and support them to achieve aims (visual aids, clear instructions...). In this way, materials provide an invaluable source of motivation. Let's have a look on some examples: **stories, magazines, internet, songs, rhymes, radio and television programs,**

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educational texts, narrative, encyclopaedias, advertisements, magazine clippings, catalogues, games, food labels, garment, dictionaries, etc.

We also must keep in mind the following words according to **Order 16th June 2014**:

“The textbook is in any case, one more teaching resource, but never dictate what and how is to be learned”.

Order 16th June 2014, page 146.

Printed resources	For School	Spanish Legislation, P.C.C., P.E.C., P.A.T. y P.A.D., and resources provided by the Government of Aragon and other publishing houses like Oxford, Cambridge...
	For teachers and areas	Syllabus design, reference books, teaching guides from various publishers, films, rhymes books, stories books, encyclopaedias, dictionaries, magazines and newspapers, the Government of Aragon’s materials and other publishing houses like Oxford, Cambridge...
	For students	Class notebooks, textbook, dictionaries , flashcards, worksheets, notebooks of the area and classroom library, encyclopaedias, tales, stories, articles, materials and resources selected from the Government of Aragon and other publishing houses like Oxford, Cambridge...
	For families	Term reports and monitoring, Parent School notebook, blogs.
Resources/Mean	Classroom	Murals, posters, various items for research, as well as those contained at the classroom’s library.
	For students	Instrumental for scientific, experimental and manipulative treatment.
	Consumables	Notebooks, pens and markers of different thicknesses, pencils with different types of mines and rubber, crayons, sheets and papers of various types and colours, waxes, cork, glue, glue, scissors...
	Facilities	Library, Computer room, Laboratory, multipurpose room.
	Iconic and symbolic	Blackboard, Murals, Photographs, Aids, Tables, Charts...
	Acoustical	Technological means, computer, iPads.
Technological resources/means	Audiovisual	TV, DVD and Computer projector and speakers.
	Interactive	Computers, Speakers, Tablets PC, iPads and Interactive Whiteboard .
Apps	Socrative, Kahoot : online resource which allows the teacher to create simple but fun multiple choice quizzes. Google Classroom : digital learning platform. Youtube and Youtube educative channel (flipped classroom) Chroma (Touchcast) , Blog, QR codes .	
Other resources	Photocopying and duplicating. In turn, feature direct experiential resources: the natural environment and cultural trips, which are very enriching.	

» New Technologies

From a Cooperative Learning, collaborative, meaningful and functional approach, new technologies applied to education are a **highly motivating** and effective resource to develop different Key Competences in our pupils: children, day by day, are surrounded by technology, from computers, Tablet PCs, consoles and video games, to the latest iPads and mp5. It is needed to train them in an appropriate and critical point of view about them, while developing social skills and, individually, autonomy and personal initiative. For example: evaluation through **Socrative** and **Kahoot**, using **Google Classroom** as a digital platform to collect works and give them worksheets, using the technique of **flipped classroom: students see the contents at home by digital means and explain contents each other (ShowMe app)**, augmented reality (**Quiver app**), Keynote and Pages for works and presentations, or drama by using the chroma and iMovie (for example, weather forecast).

» Activities

The list of activities presented below is based on the premise that their sequencing and organization in each sessions will be flexible. They all are made to achieve the aims of each Unit, and they have an increasing level of difficulty. Most of them will be done into **Kagan's learning strategies methodology**.

As teacher, I will use activities as a tool to make an initial evaluation of students' level. Besides, introductory activities are going to serve as a motivation tool, from the pupil's fascination and curiosity, these activities are an affordable challenge for them to avoid frustration. Each activity is made to engage students. We will also do development activities, starting from their prior knowledge to get to the new learnings. Development activities are meaningful and functional, attractive at the same time, clear and appropriate: for example, experimental activities, have a close relationship to plants and food unit, making recipes. Some of this kind of activities can be made at home, developing Social and Civic Competence. Another authors can name activities as identification stage, analysis stage, production stage, transfer stage and evaluation stage. Different names but same meaning.

1. Introduction activities. They represent the introduction of new topics, vocabulary, linguistic and grammar structures related to it. We will always take into account and appeal to the learner's previous knowledge. They will normally be developed in the Whole Class group in assemblies and they must be motivating because they affect the attitude of the student towards the topic. Some examples of introduction of activities are: brainstorming, watching a video or a puppet show, singing a song, listening to a story related to the topic, warm-up activities, questions about the topic, etc.

2. Development activities. They are the activities in which the students practices, organizes, integrates or uses the contents related to the new topic in order to interiorize and acquire them. They allow different kinds of grouping, mainly group work, pair work and individual work. Examples of these activities are: role plays, written exercises, cooperative activities, etc.

3. Sum up and revision activities. They aim to consolidate and revise the learned contents as well as relating them to other types of knowledge. Examples: quizzes, mind maps, schemes, etc.

4. Assessment activities. Evaluation in this stage of Primary Education must pay special attention to the process of learning or the way the student builds up the knowledge. Apart from direct observation, keeping a classroom diary, etc, done by the teacher, some activities will be proposed to the student to check their achievement of the objectives: portfolio, co-evaluation, auto-evaluation, questions and answers, etc.

5. Transfer activities. They allow to project and apply the learned knowledge to other contexts. Examples: specific task of the unit, interdisciplinary projects of school, etc.

6. Reinforcement activities and extension activities. These activities provide an answer to each student's need, fostering an individualised learning. They can be developed individually, in homogeneous groups or in cooperative groups. Some examples are: apps in tablets with progressive difficulty, crosswords, finding information, etc.

Using new technologies will allow pupils to **search information** in an awareness critical way. We also must pay attention to those **activities of reinforcement and extension** for those pupils who also need them, and activities for pupil's evaluation and self-evaluation.

Through activities we can develop personal autonomy involving them in the development of different activities, such as the creation of norms of civic behaviour in class, or doing variations of activities in favour of their interests.

In order to stimulate pupils, we will do different kind of activities depending on the grouping: large group, working group, for couples and singles, always varying groupings of heterogeneous criteria, level variation, and even friendship. With these aspects, activities will be a main tool to develop the **Social and Civic Competence, Sense of Initiative and Entrepreneurship Competence**, and **Learning to Learn competence** as well as **Citizenship Education**.

Depending on the aim we want pupils to achieve, we will choose between the whole group of activities. To enlarge this information must see **Annex Cooperating learning structures**.



Evaluation of the Teaching-Learning Process

» Evaluation in primary education: character and referents

This section from de Syllabus is supported by Order **16th June 2014** Chapter III, and its articles number 11, where evaluation models of learning and teaching process are showed. On the other hand, **Order 21st December 2015**, describes evaluation deeply in several ways. Lets point out some elements in **Article 3: Nature of evaluation**:

1. Evaluation in Primary Education, which takes an inseparable part of the educational process will be formative, global, summative, continuous, preventive and be referred to the development of key competencies and the acquisition of skills expressed in the general objectives of the stage and area, as well as the **evaluation criteria of the different areas of knowledge**. This evaluation, due to its systemic nature, will be applied to various elements and moments involved in the educational context and, fundamentally on the processes of student learning and teaching, understanding that both are influenced by each other.

2. The evaluation will be formative, regulatory and guiding educational activity by providing constant information to improve both learning and teaching. **The evaluation is, therefore, a key to improve teaching, quality of schools and the process of student learning element especially.**

3. Due to its former character, the evaluation is a component of the educational process that promotes learning. Applied on the learning process **students should be trained to learn better**, contributing to the mastery of key competencies and fostering the solid construction of new learning. Applied on the teaching process should provide tools to teachers for our professional development. The trainer character or educator, promoter of autonomy is boosted with the practices of self-evaluation and peer evaluation and the use of assessment tools that promote the **effective and real application of knowledge**, self-management effort and reflection on the learning process itself.

4. The evaluation will be **global**, so pupils' progress will be taken into account **in all subject-areas** and key competencies.

5. The **summative evaluation**, as progression in the acquisition of key competencies and achievement of the objectives of the stage, is applied to the end of the process and the goals set for both the assessment of learning and teaching. The analysis of the results should serve to define the centre improvement plan.

6. Through evaluation, which will have continuous nature, **teachers collect information permanently** on the process of teaching and learning of students with special attention to the objectives, evaluation criteria and their implementation in the teaching syllabus and classroom. The evaluation **procedures and instruments used should allow the verification of the progress made by each student**, their particular initial situation and considering the **diversity of skills, attitudes and learning pace** will be taken into account

The initial, procedural and final evaluation, are temporarily complemented in such way that final evaluation is also an initial evaluation indicates where the greatest efforts will be made in the following process.

7. The **preventive** nature that has the evaluation in the **detection of learning difficulties** as these become manifest, allow to have at all times the adaptation of the teaching to **students needs**, the application of educational support measures on an individual basis or group counselling to students in their attitudes, work patterns, design tutorials actions and establishing ways of **collaboration with families**.

EVALUATION

8. The evaluation and methodology together, should help transform educational practice, from the consideration as the star **student learning** and **teacher as a guide, advisor and stimulator** of it and be flattering instruments of research and educational innovation.

» Initial evaluation (Article 12, Order 21st December 2015)

At the **beginning of each course**, as a teacher I will carry out the initial evaluation of students. The information provided by the faculty of the stage or previous year will be taken into account and, where appropriate, the use of other assessment tools that are considered timely. Teachers will put in the syllabus assessment tools to complement the initial evaluation, that will be the starting point of the teaching staff for making decisions on curriculum development and its adaptation to the characteristics and skills of students.

» Procedural evaluation (Article 13, Order 21st December 2015)

Continuously, throughout the course and throughout the educational process, as a teacher will gather information about student learning process **through direct observation** and other techniques and assessment tools, in order to adapt its educational intervention to the characteristics and needs of their students. If a **student's progress is not adequate, general, specific or extraordinary measures of intervention will be established at any time of course, as soon as difficulties are detected**, and will aim to ensure the acquisition of key competencies. These measures will be updated throughout the evaluation process, and its existence is not mandatory when the promotion is proposed in the final evaluation. On the other hand **at the beginning of each course, the evaluation criteria area, assessment tools and criteria for qualification and promotion of students, should be explained to students**, according to their age, so they can be understood with. In addition, these aspects of the teaching program **should be made aware of their parents or legal representatives**.

» Final evaluation (Article 15, Order 21st December 2015)

At the end of each course, under the continuous evaluation process, the teaching team, consisting of the set of master student, will evaluate the overall progress of each student in the development of key skills and in achieving the appropriate level objectives, as well as ensure the transition from one year to the next is done with continuity and consistency in the educational process. Measures adopted general or specific intervention and psychoeducational evaluation will be added in the documents if needed.

The results of the evaluation shall be expressed in the terms from **Article 5.4. of the same Order**:

IN	SU	BI	NT	SB
1, 2, 3 or 4	5	6	7 or 8	9 or 10

» Evaluation Criteria for Sixth grade

"The criteria for evaluate the acquisition degree of the key competencies and the achievement of the objectives of each subject-area are the evaluation guidance that define what is wanted to be valued and what students should achieve in terms of knowledge, skills and attitudes at the end of each course."

Order 16th June 2014, page 2.

The evaluation criteria are the specific referent to evaluate the student's process of learning. They describe what we want to value and what we expect the student to achieve, knowledge, contents as well as competences. The Resolution of the **12th April 2016**, establishes the following evaluation criteria and its relationship with key competences for the **6th grade** of Primary Education:








» **Evaluation procedure and tools**

Since, as I have said before, the evaluation must be continuous, a constant gathering of information through different evaluation tools must be carried out. The evaluation procedures and tools will be varied (different learning styles, aptitudes and needs), concrete (students will know what they are required) and transferable (the knowledge could be applied to different context).

They will also allow co and auto-evaluation in order to develop the student's identity and self-esteem, for example, the auto-evaluation by recording their selves so they can point out their own mistakes (either linguistic or paralinguistic). In the following chart there is a relation of the procedures and the tools that I am going to use in the different didactic units.

Evaluation Procedure	Evaluation tool
Direct observation	Classroom diary (Idoceo), QR and blog.
	Rubrics and observation charts
Analysis of oral and written comprehension	ICT tools: Kahoot, Socrative, Google Classroom.
	Rubrics
	Discrimination exercises
	Short and simple written exercises
Auto-evaluation and co-evaluation	Rubrics
	Graphic and target graphics
	Peer tutoring

EVALUATION

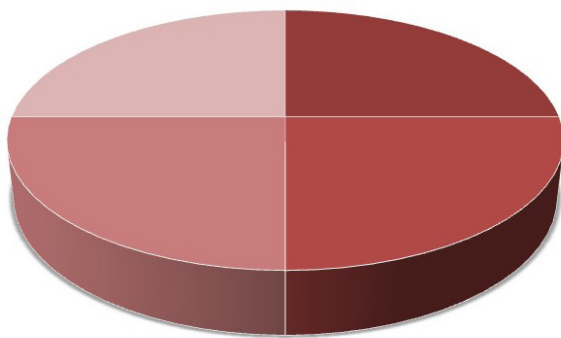
ENGLISH		KEY COMPETENCES
6th	CRITERIA	
BLOCK 1 : Oral Texts Comprehension	<p>Crit. ING. 1.1. Identify the general meaning and main points in brief oral simple texts in standard language, recognizing some structures simple syntactical from oral communication and often used vocabulary, knowing and knowing how to apply basic strategies for understanding the text, when we talk about common and specific topics related to their own experiences, needs and interests or relating to areas of immediate need in the personal, public and educational in predictable everyday contexts, where acoustic conditions are good and do not distort the message it can be heard what is said or asking for confirmation and there is visual support or with a clear contextual reference.</p>	
	<p>Crit. ING. 1.2. Identify basic, concrete and meaningful sociolinguistic and sociocultural aspects on everyday life (habits, schedules, activities, celebrations), living conditions (housing, environment), (family, friendship, school) interpersonal relationships, behaviour (habitual gestures, use voice, physical contact) and social conventions (comity), and apply the acquired knowledge in an adequate understanding of the text, although it is necessary to hear what was said again.</p>	
	<p>Crit. ING. 1.3. Distinguish the main function or communicative functions of the text (e.g. A request for information, an order, or an offer) and a limited repertoire of their most common exponents as well as the basic discursive patterns (e.g. common start and end, or the points of a schematic narrative), and discriminate some sound patterns, accentual, and basic rhythmic intonation, clearly and slowly articulated, passed by voice or by technical means, even though to hear them again is needed.</p>	
Block 2 : Production of Oral Texts	<p>Crit. ING. 2.1. Participate in a simple and comprehensible way in short conversations that require a direct exchange of information in areas of immediate necessity or on very familiar topics (oneself, the immediate environment, people, places, objects and activities, tastes and opinions) in a neutral or informal register, using simple phrases and very often used sentences, usually isolated or linked with basic connectors, handling basic syntactical structures and a limited oral vocabulary of high frequency repertoire, though basic mistakes are systematically made in times or verbal agreement, pauses and hesitations are evident, and repetition, paraphrasing and cooperation partner is required to maintain communication, and at the same time very simple, linguistic or nonverbal techniques are used (e.g.: gestures or physical contact) to initiate, maintain, or conclude a short conversation.</p>	
	<p>Crit. ING. 2.2. Know and apply, with progressive autonomy, basic strategies to produce monological or dialogical very short and simple oral texts using, e.g.: formulas and prefabricated language, memorized expressions or gestures to support what is wanted to be expressed.</p>	
	<p>Crit. ING. 2.3. Knowing and applying basic, concrete and significant sociolinguistic and sociocultural aspects, appropriate to the context, respecting the most basic communicative conventions even though conversational partner help is needed.</p>	
	<p>Crit. ING. 2.4. Articulate understandably but with obvious influence of the first or other languages, a very limited sound patterns repertoire, accentual, rhythmic and basic intonation, adapting them to carry out the communicative function, using a limited repertoire of its more frequent exponents and basic discursive patterns (e.g.: greetings and farewell for conversational start-closing, or a schematic narrative developed in points).</p>	

ENGLISH	
BLOCK 3: Comprehension of Written Texts	<p>Crit.ING.3.1 Identify the topic, get the overall meaning and main ideas and find specific information in short, simple texts, in standard or adapted language, both in print and in digital format, recognizing the most common meanings associated with basic syntactic structures from written communication (e.g. “Past simple”) and a high frequency lexicon repertoire, imagining the meanings of words and expressions that are unknown, applying basic understanding of written texts strategies, in which the topic and the type of text are common, immediate, or very familiar, provided that what has not been understood can be reread, consult a dictionary and there are visual and contextual support</p> <p>Crit.ING.3.2. Identify basic, concrete and meaningful sociolinguistic and sociocultural aspects on everyday life (habits, schedules, activities, celebrations), living conditions (housing, environment), (family, friendship, school) interpersonal relationships and social conventions (rules of politeness), and apply the acquired knowledge on them to a proper understanding of the text, although consult a dictionary is allowed and there are visual and contextual support.</p> <p>Crit.ING.3.3. Distinguish the main function or communicative functions of the text (e.g.: A greeting, a request for information, or an offer), a limited repertoire of their most common exponents as well as the basic discursive patterns (e.g.: Startup and closure of a letter) and recognize the basic orthographic signs (e.g.: point, comma, hyphen, brackets, question tag and exclamation, ellipsis), as well as symbols and abbreviations of use very common (e.g.: @, £, \$, St.), identifying the general meanings and communicative intentions related to them.</p>
BLOCK 4: Production of Written Texts	<p>Crit.ING.4.1. Write electronically or on paper, short and simple texts, composed of simple isolated phrases, in a neutral or in-formal registration, applying basic spelling conventions, punctuation marks widely used, a limited high frequency lexical writing repertoire, basic syntactic structures (e.g.: link words or groups of words with basic connectors such as “and”, “or”, “but”, “Because”, or the use of comparatives and superlatives), even though basic errors in verb tenses are systematically made, to talk about oneself, his immediate context and aspects of their daily lives, predictable and familiar situations, being allowed to consult the dictionary.</p> <p>Crit.ING.4.2 Know and apply, with progressive autonomy, basic strategies to produce very short and simple texts (planning and realization) to carry out communicative functions.</p> <p>Crit.ING.4.3. Knowing basic, concrete and significant sociolinguistic and sociocultural aspects, (e.g.: the conventions on the opening and closing of a letter to known people) and apply the acquired knowledge to adequate written production context, respecting the basic rules courtesy.</p> <p>Crit.ING.4.4. Achieve the main communicative function of written text (e.g.: a greeting, an exchange of information, or an offer), using a limited repertoire of their most common exponents and basic discursive patterns (e.g.: greetings start and finish for closing a letter, or a schematic narrative developed in points).</p>

EVALUATION

» Marking criteria:

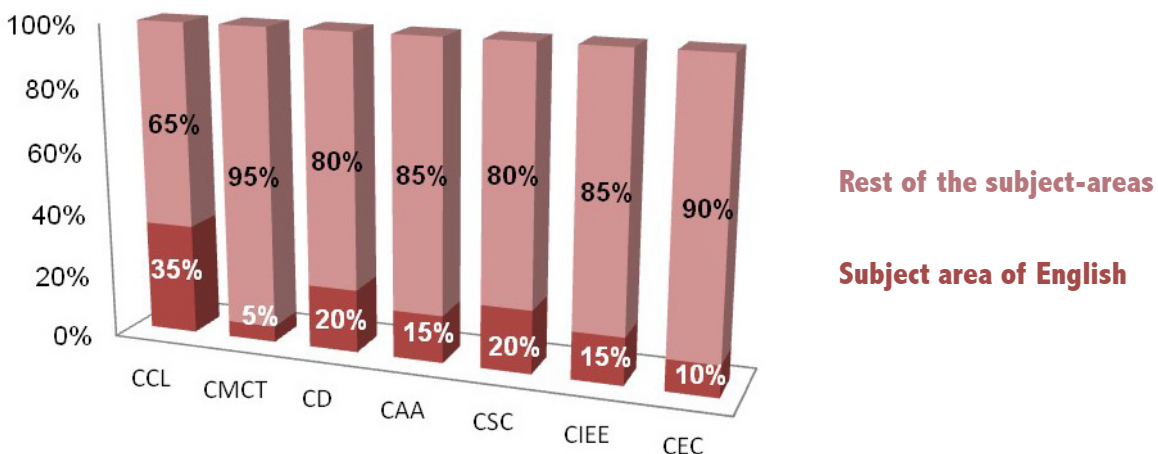
I take into consideration parameters such as daily class work, that I will reflect in the **Idoceo** (or computer excel sheet) individually or cooperative work plus the attitude, with a 25% of the mark. Parameters such as order, neat handwriting and work, cleanliness and compliance with deadlines are included here. The tasks and projects will be also taken into account, and also auto-evaluation (5%) and co-evaluation (5%), in this total 25% While tests or exams, oral, written and digital, will lead to 25%, leaving a final 25% related to ICT exercises and test, such as Socrative or Kahoot. These marking criteria are to be known by students and families, improving the teaching-learning.



25% Exercises, notebook
25% Tasks and Projects (5% auto-evaluation and 5% co-evaluation)
25% ICT exercises (Kahoot, Socrative)
25% Exams

* There is an example of group assessment at **Annex Group work assessment**.

The subject-area of English **contributes to develop the Key Competences** related to the other subject areas in this way:










For example, the subject area of English gives the **35% of the Competence in Linguistic Communication**, and the other 65% is given for the rest of subject-areas such as Language, Maths, Physical Education, etc.







» Learning standards:

The competence profile of the subject-area of English, based on the learning standards is supported by the Appendix IV from the Resolution from **12th April 2016** that establishes the key competence profiles for the different subject-areas and whose is supported as well by the learning standards from **Order 16th June 2014**.






LEARNING STANDARDS	Key Competences
<p>ENG. 1.1.1. Understands the general meaning and main idea of advertising about products interest in (games, computers, CD, etc.), messages and public announcements containing instructions, directions and other information (e.g. numbers or prices in a department store) or in a conversation that takes place in their presence (e.g.: in a store or restaurant), provided that they are transmitted slowly and clearly, even though add pictures or videos to approximate understanding of the oral text is needed.</p>	
<p>ENG. 1.1.2. Interprets essential information and main points in simple routine transactions (instructions, requests, notices) and short simple conversations about close subjects such as the family, school or leisure in which participates, in order to approximate the comprehension of the oral text and interact properly.</p>	
<p>ENG. 1.1.3. Distinguish main ideas and specific information from simple and well structured presentations on familiar or topics of interest (e.g.: sports, games, etc.), and interprets the general meaning in tv shows or other audiovisual media within its interest area (e.g.: in which famous characters are interviewed on everyday topics) or in which leisure activities are reported (e.g.: cinema, sport), provided with pictures, illustrations or videos and slowly and clearly spoken to make any approach to the meaning of the text.</p>	
<p>ENG. 1.2.1. Understands the main ideas and points in routine transactions (instructions, requests, notices) and in short conversations in which take part about familiar topics (e.g.: the family, school, holidays), where known sociocultural and sociolinguistic aspects are included, and use them to give coherence to the message, provided with a slow and clear message, applying the adequate acquired knowledge in order to understand the speech.</p>	
<p>ENG. 1.2.2. Identifies the main ideas and specific information for simple and well structured presentations on familiar topics or of interest related to customs, living conditions or relationships and on tv shows or other audiovisual media within their area of interest (e.g.: in which young or known characters are interviewed on everyday topics), supported on the proper interpretation of own expressions of social conventions, courtesy, registration and behavior (linguistic and paralinguistic).</p>	
<p>ENG. 1.3.1. Interprets the main points in simple and routine transactions related to the structures of the different communication functions (greetings, farewells, instructions, requests, notices) and in short conversations about familiar topics (e.g.: family, school, leisure), identifying the communicative function or functions in order to interact properly and relying on the proper interpretation of the sound patterns, accentual, rhythm and intonation often used in them.</p>	
<p>ENG. 1.3.2. Interpret the predominant communicative function properly in simple and well structured presentations about close and familiar topics (e.g.: music, sports, etc.), and on tv shows which asks and responds to personal characteristics (opinion, feelings ...) or activities, objects, habits... identifying sound patterns, accentual, rhythm and intonation often used related to communicative functions (e.g.: the intonation of the questions in an interview.)</p>	

EVALUATION

LEARNING STANDARDS	Key Competences
<p>ENG. 2.1.1. Make short and simple presentations and get by in everyday transactions, previously prepared and tested on subjects of interest (hobbies and interests and common activities of their daily lives, short and simply describe the appearance of a person or object, introduce a known topic, say what he likes and dislikes and give feedback), using simple syntactic structures and lexical widely used, considering normal pauses and hesitations, and though mistakes in tenses or concordance are still made.</p>	
<p>ENG. 2.1.2. Participate in face-to-face or by technical means (phone, Skype) conversations where social contact is established (thank you, hello, goodbye, please contact someone, apologize, introduce oneself, interest in the state of someone, congratulate someone), personal information is exchanged and daily affairs, feelings are expressed, offered something to someone, something is borrowed, meetings with friends or give instructions (e.g.: how you get to a place using a plane) in a neutral or informal register, using simple frequently used phrases and connectors for linking although repeat, rephrase or classmate cooperation is needed.</p>	
<p>ENG. 2.2.1. Make short and simple presentations of interest or on familiar topics, and take part in an interview, (e.g.: to know the hobbies of their peers), using some basic strategy in the production of oral texts.</p>	
<p>ENG. 2.3.1. Get by in everyday conversations in classroom or in other real contexts (e.g.: ordering in a restaurant or how to get to a place) using social conventions and rules of courtesy apply to every situation.</p>	
<p>ENG. 2.3.2. Apply learned knowledge related to basic sociolinguistic cultural aspects and when participating in face-to-face or by technical means (phone, Skype) conversations in which social contact is established (thank you, hello, goodbye, please contact someone, apologize, presented, inquire about the status of someone, congratulate someone), personal information is exchanged and common matters, feelings are expressed, offer something to someone, something is borrowed, meetings with friends, instructions are given (e.g.: how to get to a place using a plane) or talk about cultural characteristics (customs), using appropriate simple social conventions adequate to contexts.</p>	
<p>ENG. 2.3.3. Participate in an interview, (e.g.: to find out classmates' likes), checking they know basic sociocultural and sociolinguistic aspects trying to apply them in the oral exchange.</p>	
<p>ENG. 2.4.1. Get by in the classroom everyday transactions and other applicable to real contexts (e.g.: ask directions to a place) fulfilling the main communicative function of speech and articulating a clear voice.</p>	

LEARNING STANDARDS	Key Competences
<p>ENG. 2.4.2. Participate in face-to-face or by technical means (phone, Skype) to fulfill a particular communicative function, in which social contact (thank you, hello, goodbye, please contact someone, apologize, present, interest is established by the state of someone, congratulate someone), personal information is exchanged about common matters, feelings are expressed, offered something to someone, something is borrowed, meetings with friends or give instructions (e.g.: how to get to a site using a plane), articulating a very limited repertoire of sound patterns, accentual, rhythm and intonation, though influence of the first language is clear.</p>	
<p>ENG. 3.1.1. Include all words and relates in different semantic fields found in instructions, directions, notes, signs, posters in streets, shops, transport, cinemas, museums, schools, and other services and public places, as well as in menus, timetables, catalogs, price lists, advertisements, telephone books, advertising, tourist brochures, cultural events or programs, etc. applying reading comprehension strategies.</p>	
<p>ENG. 3.1.2. Understand the global meaning, main ideas and specific information in short simple correspondence about familiar topics (SMS, emails, postcards and cards), in very short news and magazine articles adapted for young people on topics they are interested in (sports, music, computer games) and in stories or short stories where the main characters is identified, as long as the image and action lead most of the argument (adapted readings, comics, etc.).</p>	
<p>ENG. 3.2.1. Apply acquired knowledge of basic sociocultural and sociolinguistic aspects when trying to understand essential information and find specific information in simple everyday life informational staff as menus, schedules, catalogs, price lists, advertisements, telephone books, advertising, tourist brochures, cultural programs or events, etc.</p>	
<p>ENG. 3.2.2. Contrasts sociocultural and sociolinguistic aspects in correspondence (SMS, emails, postcards and cards) shortly and simply, about familiar topics such as, oneself, family, school, leisure, the description of an object or a place, indicating the time and place of a meeting, etc.</p>	
<p>ENG. 3.3.1. Distinguish the basic communicative function, instructions, directions, notes, signs or posters, menus, catalogs, price lists, advertisements, telephone books, advertising tourist brochures, cultural or events programs, etc, and symbols and abbreviations of often used showed on this type of texts.</p>	

EVALUATION

LEARNING STANDARDS	Key Competences
<p>ENG. 3.3.2. Fathom the function or communicative functions and recognizes short and simple basic punctuation marks in correspondence (SMS, emails, postcards and cards) about familiar topics, very short news and magazine articles adapted for young people on topics of interest (sports, musical groups, computer games) and in stories or short stories where the main characters is identified, as long as the image and action lead most of the argument (adapted readings, comics, etc.).</p>	
<p>ENG.4.1.1. Complete a short form or a form with your personal data (for example, to register for social safety nets, to open an email account, etc.) using high-frequency vocabulary, basic spelling conventions and proper punctuation.</p>	
<p>ENG. 4.1.2. Write short and simple personal correspondence (messages, notes, postcards, emails, chats or SMS), which thanks, congratulating someone, makes an invitation, giving instruct, or speaks about himself and his immediate environment (family, friends, hobbies, daily activities, objects, places), asks and answers questions on these matters, making use of a proper spelling and punctuation, using basic syntactic structures and lexical high frequency, although mistakes in verb forms or concordance are made.</p>	
<p>ENG. 4.2.1. Write short and simple personal correspondence (messages, notes, postcards, emails, chats or SMS), which thanks, congratulating someone makes an invitation, gives instruction, or speaks about himself and his immediate environment (family , friends, hobbies, daily activities, objects, places), asks and answers questions on these matters, using some basic strategies in text production, both planning and realization.</p>	
<p>ENG. 4.3.1. Apply appropriate conventions and basic rules of courtesy to the context when writing short and simple personal letters (messages, notes, postcards, emails, chats or SMS), which thanks, congratulating someone, making an invitation, giving instructions, give opinion or talk about their self and their immediate context (family, friends, hobbies, daily activities, objects, places) and ask and answer questions on these topics.</p>	
<p>ENG.4.4.1. Invent a short form or a form with personal data (e.g.: to create a questionnaire on paper or on secure Web pages, such as school blog) to fulfill a particular communicative function.</p>	
<p>ENG. 4.4.2. Write short and simple personal correspondence (messages, notes, postcards, postal services, safe chats or SMS), which thanks, congratulating someone, make an invitation, give instructions, give their opinion or speak about their self and their immediate context (family, friends, hobbies, daily activities, objects, places), ask and answer questions on these topics fulfilling a clear communicative function, adequate to the text (greetings, farewells ...).</p>	

» **Minimum learnings to pass the subject:**

The minimum learnings to pass the subject of English have been agreed in the English Department. It means that all the staff of English teachers get together and agree the minimum learnings in every single course, in order to have the needed coherence between the procedures for learning, for evaluation proper progression of all curriculum elements. **I show the minimums learning standards underlined above.**

» **Teacher's assessment:**

"The evaluation is conceived as a process that must be carried out continuously and in a personalized way, which is to be aimed at both improving the learning of students and improving teaching practice."

Order 21st December 2015, page 2.

In order to assess every teaching-learning features. I will also evaluate teaching improvement, not only our students, but also cherish their own performance, taking into account:

The methodological profitability and adaptability to pupils; pupil's marks

Dialoguing and observing with other teachers who also act in the classroom

The overall effectiveness of teaching-learning process

The evaluation from our pupils point of view

DIVERSITY

Treatment of Diversity

In the **Article 9.1** from **Royal Degree 126/2014 28th February 2014** we can find:

"At this stage a special emphasis will be placed on students attention to diversity, in individualized care, in preventing learning difficulties and implementation of reinforcement mechanisms as soon as these difficulties are detected."

Also, **Article 3** from **Order 16th June 2014** shows education in Aragon must:

"...ensure the attention to the diversity of all students from an inclusive and rewarding perspective in order to respond to their educational needs, considering their interests, motivations and capabilities for learning in a standardized environment, in the autonomous community of Aragon."

Attention to diversity is also a main **general methodological principles [9.2, a)]**. And to ensure the equity principles, effective equality of opportunity, to provide adequate educational and vocational guidance for pupils, or educate for the prevention and peaceful resolution of conflicts, require an adequate Attention to Diversity. Therefore, I rely on **Chapter IV Article 15**.

Attention to diversity will be present in every decision and will be addressed from the logic of heterogeneity, developing educational strategies adapted to the differences from an inclusive approach. Actions aimed at **identifying giftedness, barriers to learning and participation**, as well as the **detection of vulnerable students** are the means to adjust the response of the context and increase the capacity of the centres to respond to this diversity. Inclusive education is a process that must begin with the attitude of each professional and the values and the culture in which decisions taken within the educational institution are based.

The Plan of Attention to Diversity will be part of the School Educational Project and gather both general measures of educational intervention as specific measures: basic and special.

The Annual General Programming collect those concretions or modifications to the Plan of Care Diversity for each school year. In particular, indication of students with special educational needs, levels which is schooled and specific measures taken with each of them.

In **Order 1701 and 1702 25th June, 2001** would be checked if needed too.

» Measures for Treatment of Diversity: Classroom´s methodological strategies and measures:

♦ **Support mechanisms will be implemented as soon as we detect learning difficulties.**

- ◆ Non-significant Curricular Adaptations: only when necessary, revising the minimum objectives in each of the teaching units. E.O.E.P. will guide us.
- ◆ We will take special care to stimulate a classroom's **pleasant, warm and safe atmosphere**, improving interpersonal relationships as essential in the socialization of all students.
- ◆ **Spatial distribution:** to place pupils in an appropriate place depending on their features and making flexible groups to provide more social interaction, participation and group cohesion.
- ◆ To use **Kagan's Cooperative** learning techniques, tasks and classmates support.
- ◆ To use **concrete materials** and **resources** to facilitate the acquisition of new knowledge and understanding concepts (ICT, PC Tablets, various educational software ...)
- ◆ Variation of **timing** depending on pupils' demand, including **backing sessions** when needed.

E.O.E.P. and Class teacher will guide us in case that a student would need other specific measures.

To achieve our treatment of diversity aims, we also must follow the instructions of the **Order of 11th November, 2008**, the Department of Education, Culture and Sport, by which regulates the **procedure for the preparation and approval of the School Coexistence Plan** of Public schools of the Autonomous Community of Aragon. (BOA 10/12/08).



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- *Royal Decree 126/2014 of 28th February, that establishes the curriculum for Primary Education.*
- *Royal Decree 82/1996, 26th January, by approving the Organic Regulation of Primary Schools. (BOE 02/20/1996).*
- *Regulation 12th April 2016 from the General Director of Planning and Training laying down guidelines on the skills profiles of the knowledge areas and profiles of key competencies for courses established in the Order of June 16.*
- *Royal Decree 732/1995, of May 5, which sets out the **rights and obligations of students** and the standards of behaviour in schools. (BOE 06.02.95).*

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- *Order 26th June, 2014, and Order 14th June 2016, from the Ministry of Education, University, Culture and Sport setting out the instructions governing the organization and functioning of the Public Schools and Primary Education and Public Schools.*
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Webs and Apps

FunEnglishGames.com: <http://www.funenglishgames.com/games.html>

- ☺ Reading / Writing games
- ☺ Grammar games
- ☺ Word / Spelling games

ESL Games World: <http://www.eslgamesworld.com/members/games/vocabulary/>

- ☺ Food memory
- ☺ Clothes and Colours Memory Game
- ☺ Animals of the Farm Concentration Game

Starfall: <http://www.starfall.com>

- ☺ Valentine´s Day

Vedoque: <http://www.vedoque.com>

- ☺ Christmas Day
- ☺ Vocabulary: fruits

EnglishExercises: <http://www.englishexercises.org/>

- ☺ Lot of digital resources for every topic

Bradley's Free Online Interactive English Activities: <http://www.bradleys-english-school.com/online>

- ☺ Alphabet quiz, Flashcards, Hangman, Memory, Matching pairs, Multiple choice...

Learn English: <http://www.learnenglish.be/>

- ☺ Grammar review and exercises

Digital Education: <http://conteni2.educarex.es/mats/14448/contenido/>

- ☺ My Family I and II, Welcome to Smiling Town, Safe Street and Transports





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