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## I. INTRODUCTION

The ongoing increase of international relations and the use of new technologies make foreign languages a key tool for everyday life.

The possibility to communicate in a foreign language is a need in the current society. Due to the framework of European Union and the world in general, travelling abroad, cultural exchanges... the role of foreign languages is seen as a key element in the construction of an personal identity. Consequently, there is a growing social demand for compulsory education to give students a communicative proficiency in a foreign language.

Planning is one of the key tools every teacher develops to carry out an efficient teaching action. Accordingly, a Teaching Plan could be defined as “ a written document which is a permanent cornerstone where teachers plan and design their teaching-learning process according to their students’ needs and in line with the features of the school and teachers’ decisions.”

The Teaching Plan has got several functions like:

- Planning the teaching-learning process.
- Adapting the pedagogical tasks to the cultural and environmental contextual features.
- Making sure of the coherence of educational intentions between the school and the teaching practice.
- Promoting reflection on the teaching practice.
- Fostering the progressive students’ involvement in their learning process.
- Catering for diversity related to interests, motivations...

Additionally, this Annual Planning is also underpinned on such principles as:

- The promotion of communicative competence, which is also an outstanding pillar of the CEFR. So, in order to foster the use of English, students must participate in communicative situations related to their needs and interests.
- Primary Education helps the integration of students' experience and learning. Moreover, students with special educational needs will be immersed in an inclusive and normalised environment.
- Families are asked to be part of the teaching-learning process. They should participate in activities related to some cultural aspects, help their children look for information on the Internet...
- This document must have a logical order, flexibility and dynamism.

This Annual Planning has been designed for the 4<sup>th</sup> level of Primary Education. For its elaboration, the following legal framework has been considered:

- Spanish Constitution (1978), which states the right to education.
- Organic Law on the Improvement of Quality in Education 8/2013 passed 9<sup>th</sup> December, which provides the general framework of the Spanish educational system.
- Royal Decree 126/2014 passed 28<sup>th</sup> February by which the Basic Curriculum of Primary Education is established.
- Decree 89/2014 24<sup>th</sup> July, which contains the curriculum for Primary Education in Madrid.
- Order ECD 65/2015 21<sup>st</sup> January, which describes the connenctions between key competences, contents and assessment criteria in Primary Education, Secondary Education and Bachiller.
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## II. SOCIAL, ACADEMIC AND CULTURAL CONTEXT

**a) Location.** The State school is located in a town of the South of Madrid, an urban area relatively close to the city centre. The situation of this town has made its inhabitants to be aware of the importance of modern languages, particularly English.

**b) School features.** The school consists of two buildings, one for Infant Education and the other for Primary Education. There are three groups per level in each stage. In Primary Education, there are 25 students on average. Every class has its own tutor, who is also a specialist, and there exist specialist teachers for Music, English, Religion and Physical Education too. Other teachers are Elocution specialist, Pedagogic Therapy specialist and a Counsellor. Here, it is important to mention that all of the members of the teaching staff are coordinated among them with the goal of improving the teaching-learning process.

As for its facilities, there are two playgrounds, a library, an IT room, a music room, a gym, a lunch room and the staff offices.

**c) Families.** The socio-economic level of the families is middle, and generally speaking, parents are interested in their children's learning.

**d) Students.** The Annual Planning has been designed for a 25-student group in 4<sup>th</sup> level. There are some immigrants: two Rumanian boys, four SouthAmerican girls. All of them started school in Infant Education. Moreover, there is also a student with Attention Deficit Disorder (ADD).

As in any class, there are different learning paces, student who behave properly and others do not, kids who love English and students less motivated. Such a diversity has been considered so that all students work and learn at their own pace.

Children ,aged 9-10 years, belong to the concrete-operational stage designed by Piaget. This means that the growing understanding of the principle of conservation signals the entry of this stage. A child also begins to think with logic but is still constrained by his/her affinity to the

concrete, physical realities of the here and now. It is also during this stage that the kid begins to shed off some of the egocentrism characteristic of earlier stages.

### **III. KEY COMPETENCES**

Key competences are those skills, knowledge and attitudes needed for a person to reach his/her personal and social development.

Fostered by the European Council on the first place, it was established that European students should acquire a set of competences by the end of their compulsory education. Moreover, our students will also assimilate different values which contribute to their global and integral development as citizens, and make possible an economic development attached to knowledge. This was set in the Council of Europe in Lisbon in 2000 and it continues in the conclusions of the Council in 2009 about Strategic Framework for the European cooperation in Education and Formation Field.

Likewise, LOMCE emphasises a curricular model based on seven competences characterised by transversality, dynamism and integration, so the teaching-learning process should be done from every single area of knowledge.

#### 3.1 Contributions of English subject to the acquisition of the key competences

English subject contributes to the acquisition of the key competences in the following way:

**a) Linguistic competence (LC).** Thanks to fostering Reading and linguistic knowledge, students develop the capacity to interact through oral and written language.

**b) Mathematical and Basic Science and Technology competence (MSCT).** Teachers and students apply mathematical reasoning to basic operations like the times or describe, interpret and predict diverse phenomena.

**c) Digital competence (DC).** The realisation of simple guided searches on the Internet, online dictionaries or interactive exercises will allow the development of DC. But, in addition to being an informative source, the use of programs (Prezi, Padlet...) or apps will also promote it.

**d) Learning to Learn (LL).** This competence is promoted by means of some activities such as investigation that require an ability to start, organise and persist in learning.

**e) Social and Civic competence (SCS).** Communicative / group activities like dramatisation, role-plays, surveys lead to situations where students take decisions and solve conflicts as well as interacting with other mates according to norms based on mutual respect.

**f) Sense of Initiative and Entrepreneurship competence (SIE).** It is the ability to turn ideas into actions. That means becoming aware of the situation to be solved, know how to choose, plan and manage their knowledge in different situations like cooperative activities or individual projects

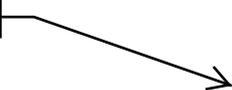
**g) Cultural Awareness and Expression competence (CAE).** Undoubtedly, giving information about English-speaking countries helps students know, value, understand, appreciate the different cultural and artistic demonstrations, using them as a source of enrichment and personal enjoyment, and considering them as a part of people's wealth and heritage.

### 3.2 Specific competences

The key competences proposed by the Spanish curriculum are defined in a set of specific competences in the Annual Planning. These are a referent for the teaching-learning and assessment processes.

- Understand and produce both oral and written texts suitable to different contexts.(LC, SCS).

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DIDÁCTICA  
DESARROLLADA**

## **DIDACTIC UNIT**

- I. THE DIDACTIC UNIT
- II. JUSTIFICATION
  - 2.1 WHY IS A DIDACTIC UNIT IMPORTANT?
  - 2.2 LEGAL FRAMEWORK
- III. ELEMENTS OF THE DIDACTIC UNIT
  - 3.1 OBJECTIVES
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  - 3.8 CATER FOR DIVERSITY
- IV. CONCLUSION
- V. BIBLIOGRAPHY
- VI. APPENDIXES

## **I. THE DIDACTIC UNIT**

The DU chosen is number 12, whose title is “Is it stronger than...?” It is designed for 4<sup>th</sup> course. It is made up of seven sessions and is framed in the 3<sup>rd</sup> term.

## **II. JUSTIFICATION**

### **2.1 WHY IS A DIDACTIC UNIT IMPORTANT?**

The existence of a DU is important because:

#### **a) It allows the teacher to follow the legal framework.**

The legal framework is full of ends and objectives that students have to fulfil and a DU facilitates such a task. For example:

LOMCE, article 1 sets the principles in education, among them: “ The conception of education as a lifelong learning that is developed throughout life.”

LOMCE, article 2 sets the ends of education, among them: “ The ability to communicate in the official / co-official, and in one or more foreign languages.”

#### **b) It allows to sequence the contents and objectives.**

A DU may be either the basis for other didactic units or the outcome of others.

**c) It helps students to understand the surrounding world.**

Students must understand that the different subjects help them to solve problems, take decisions and understand better their environment. Likewise, it fosters interdisciplinarity.

**2.2 LEGAL FRAMEWORK**

In order to elaborate this didactic unit the following legal framework has been taken into account:

- Royal Decree 89 / 2014 28<sup>th</sup> July by which the Basic Curriculum of Primary Education is established.
- Decree 89 / 2914 24<sup>th</sup> July, which contains the Curriculum for Primary Education in Madrid.
- Order ECD 65 / 2015 21<sup>st</sup> January, which describes the connections between key competences, contents and assessment criteria in Primary Education, Secondary Education and Bachiller.

**III. ELEMENTS OF THE DIDACTIC UNIT****3.1 OBJECTIVES**

- To develop reasoning thinking and interpret images.
- To identify and name different animals.
- To look for information on the Internet about animals.
- To describe animals using a model.
- To show interest towards mates' answers.
- To participate in communicative tasks.

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