

# TEACHING PROGRAMMING



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## 1. INTRODUCTION

The teaching programming that I develop in this document has as main goal to contribute to pupil's integral development achieving all ability (cognitive-linguistic, affective-social and physical-motor) and developing progressively the objectives that the curriculum of Preschool Education formulates in terms of abilities.

On the one hand, the **articles 13 and 14 of the Education Organic Law (LOE 2/2006) partially modified by Education Organic Law which Modified Education Organic Law (LOMLOE 3/2020)**, establishes the abilities which children should develop in Preschool Education period. In addition, the **R. Decree 1630/2006**, establishes that Preschool Education has as main purpose to contribute to the physical, affective, social and mental development of boys and girls in tight relation with their families.

On the other hand, the **article 91** of aforementioned law, establishes that one of the most important function for teachers is PROGRAMME the educational intervention. And the **Decree 428/2008** for Andalucía, justify TEACHING AUTONOMY of the centres and teachers.

A young child's capacity for learning languages is well known and accepted by most specialists, and there is every reason therefore to integrate English teaching into the general Pre-Primary methodology. When language acquisition begins at such a young age, it can be an enjoyable and motivating experience that paves the way for the child's continued learning through Primary and Secondary education. Children who have their first contact with a foreign language in Pre-Primary will naturally develop a range of aptitudes and skills that will help them throughout their studies.

Therefore, considering these aspects and being aware that globalization is very important in this stage, I have done the teaching programming of my eight units of English that are inserted in the area of "Languages: communication and representation", relating it with the other area of the stage (Environmental Knowledge and knowledge yourself and personal autonomy). In addition, I have adjusted this programming to a specific context according to Brofembrenner's Contextual Theory.



## 2. CONTEXTUALIZATION

The current, open, flexible curricular model allows the adaptation of the teaching programming to different educational contexts, according to environmental, school and pupils features. Thus, my programming is developed in the following context.

The school in which I contextualise my programming is placed in Jaen. It is a city with 113.522 residents approximately. This school attends to children of preschool education, primary, secondary and high school. This is a bilingual school.

The classes, in which I going to develop this programming, are well structured and they have an English corner that would be decorated with posters, sentences, maps and student's handicraft. I will use this corner during the different units to work the contents and motivate to my pupils.

This programming is for second stage of preschool education that has two lines and eight units. I'm going to contextualise specifically this programming in the classrooms of **3 years A** (14 boys and 11 girls) and **3 years B** (13 boys and 12 girls).

Therefore, I can say that my programming goes directed towards children are three years old with a great immaturity. Therefore, they don't know colour correctly, they don't have autonomy to do basic things such as to go to the toilet, to control sphincters or to identify numbers. In addition, these children have a great egocentrism which is very common in this age. At same time, they have problems to express in their own language and to understand the second language. However, they show interest in learning and participating.



...a fun place to  
play and learn!

### 3. METHODOLOGY

The methodology I am going to apply will be **flexible, global and integrating**, choosing any resource, strategy or task that could be considered valuable for the learning teaching process.

In this year, priority will be given to **oral language**, verbal and non-verbal resources will be essential in order to help to create **communicative contexts**, in which dialogues and conversations will be fundamental tools in the daily classroom activity.

Based on the current legislation, I have decided to focus my methodology mainly on the **communicative approach**, without leaving other techniques and methods aside.

The use of **posters, games, stories and songs** and the organization of contents around topics should make this global approach easy. Moreover, I will try to develop **the process as similar as possible to that of the L1: going from oral to written skills, from receptive to productive skills**, contextualizing all elements, using clear and realistic language and using imitation or repetition among other techniques.

Complexity will increase progressively and following students' rhythm of evolution, **attending to different learning speed**.

**Errors** will be understood as an integral part of the learning process that indicates the progress. I will always deal with them in a positive and motivating way.

I have created a **class routine** that is very important for children of this age because it offers them a sense of security and confidence in the English learning. In this routine, I am going to use a pet to motivate them. A well-conducted routine is an important factor in a successful Pre-primary lesson. Once routines are established, they help children understand what is happening or about to happen, and facilitate smooth transitions from one activity to the next. If children are familiar with a process, they are also far more likely to engage with it. For this reason, solid routines encourage active participation from the whole class. (See annex 1)

This programming contains a number of routines to help the students get the most out of their English lessons. These feature at the beginning and end of each lesson, when presenting new language and when establishing the theme for the unit. Though set within a **familiar structure each time**, they are designed to be flexible so that you can add an element of variety and adapt to suit your particular teaching requirements, and those of your class.

Moreover, I'm going to use the big book with '**Stories**' like a very important part of the process. Each story follows Daisy, Robin and Mouse on a new adventure inspired by the costume they have chosen that unit. The children will intuitively understand the meaning of what is happening by looking at the beautiful illustrations and listening to my tone of voice when I tell the story, in the same way that they learn in their own language. They will also learn to think about the different characters and their feelings, and to develop an understanding of story structure.

To contribute to the students' **global knowledge**, it is important to initiate tasks, exercises and activities which are mainly centred in the classroom and the closest environment. In this way, the relation between the foreign language and the other areas of knowledge will be possible and the students will be implied in tasks of research and personal participation, participation in pairs, small groups or the whole class.

a. [Methodological principles of the English teaching in childhood education](#)

❖ Adequate linguistic input

The learning of a foreign language in children of pre-primary is very similar to the acquisition of their mother tongue. Children should get in touch with a simple but natural language, which is not limited to a few specific vocabulary words; it constitutes a tool to access the reality around them. In other words, the sentences that mark our daily routines in the classroom are as important as the sentences that appear in the units of the classroom materials.

❖ Coordination with the tutors

Teaching English like a tool for communication and representation, cause that English becomes part of the general curriculum of this stage. Moreover, English can cover a series of concepts, procedures and attitudes that fit perfectly within the

infant education. For this reason, the coordination with the tutors is essential to ensure that the English learning is being worked as an integrated and globalized form with other curriculum areas. It is also important that, at the beginning of the course, English teachers agree with the tutors, in order to match their topics. The order of these units is not static. These units can be arranged to coincide in time with the tutor's topics.

All units of my programming are coordinated with the contents which teachers are going to work in the rest of areas. Therefore, we are going to work all the contents at the same time and sometimes reinforcing those that have been seen before. We try to work the integrated curriculum in this way.

#### ❖ Class routines

One of the bases of the Class Materials, are the routines integrated into the course, to develop as the socio-cultural competence (children learn what they can expect from their class and what is expected of them) as the communicative competence (children acquire a new communication tool and a series of strategies to understand and be understood). Every lesson presents an identical structure which is completed with different versions of the same types of games and activities.

#### ❖ Short activities

The Attention and concentration abilities of pre-primary children is quite limited. It has been kept in mind to make the activities sequence proposed in class materials. We shouldn't spend too much time in a particular activity. We should teach classes with several activities in quick succession. For this reason, it is recommended not to spend more than ten minutes each one.

#### ❖ The period of silence

At the beginning of their learning, many children are in what linguists call the "silent period". At this stage, they refuse to speak English; however, they hear everything and use what they hear to organize their notions about how this new language. It's important to offer several opportunities to understand how the language is. You shouldn't insist on the speaking of some words or phrases. To do this, we will provide several possibilities of response according to the different learning styles of each student. Thus, if we ask a question, we will offer the

opportunity to show that they have understood through a physical response. For example, we can ask the children to stand, raise the flashcard with the image we have indicated or place it in the corresponding wagon in the poster. Imitating the way that the first language is acquired, we will provide positive responses to communicate.

❖ Partnership with parents

“Partnership with parents” involves giving children the care, education and attention they need to learn and develop. Parents provide children with their first learning experiences and they help ensure that children reach important developmental milestones such as sitting, walking, becoming toilet-trained, talking, cutting, doing up buttons, cycling, reading, and so on. As children go on to spend time in out-of-home settings parents continue to support their learning and development. This is more effective when parents complement children's experiences in a particular setting. Likewise, learning is more meaningful when practitioners use information from parents about children's interests, skills, abilities, and dispositions as a starting point for new experiences.

It's very important to maintain a tight contact with the families. We should explain them what we can expect of children and the method which we going to use, in order to get that families, help, from house, their children in the learning process. It's very useful that children share with their families everything that they do at school.

❖ Integration of the class materials with the objectives of children's education in the 2nd cycle.

Class materials have been designed to match the objectives of pre-primary education disaggregated by **R. Decree 1630/2006 of 29 December**, the minimum teaching the second cycle of Primary Education established. Ultimately, we try through English, with the class materials, to help children to know their body and to develop a positive image of themselves; to observe and explore their immediate surroundings; to know other cultural events; to represent and evoke various aspects of experienced, learned or imagined; to achieve an affective and emotional security growing; to use language snugly to different situations to understand and be understood; to express ideas, feelings, experiences and desires; and to acquire good eating habits and hygiene.



❖ Attention to diversity

The **article 12 of Decree 428/2008** provides that measures of attention to diversity will be designed to answer the educational needs of students. In this way, these measures must respond to the diversity of skills, background knowledge, curricular competencies, interests, motivations, expectations, etc. and the achievement of the stage objectives without involving in any case, a discrimination which impedes them to achieve the goals.

The **Order of 5/8/2008** establishes that "pay attention to diversity means recognizing that each child is a unique person" and therefore we should avoid standardized activities, simultaneous collective execution, with unique results, which suppose uniform requirements for everybody.

In general, strategies for diversity in the context of programming can be specified in:

1. Establish flexible learning objectives, appropriate to the diversity of students
2. Design activities with several levels, appropriate to the level of competence of the student's curricular activities.
3. Techniques of cooperative learning. In order to work with heterogeneous groups, organise different activities and getting the cooperation of the entire group.

### **COOPERATIVE LEARNING**

In this course, we are going to introduce more activities based on "cooperative learning". Cooperative learning is a teaching strategy classroom teacher use to help their students process information more quickly by having them work in small groups to accomplish a common goal. Each member that is in the group is responsible for learning the information given, and also for helping their fellow group members learn the information as well.

In order for Cooperative learning groups to be successful, the teacher and students must all play their part. The teacher's role is to play the part as facilitator and observer, while the students must work together to complete the task.

These are some useful guidelines to achieve Cooperative learning success:

- Arrange students' groups as few as two and no more than six.
- Assign each member of the group a specific role such as: recorder, observer, bookkeeper, researcher, time keeper, etc.
- Monitor each group's progress and teach skills necessary for task completion.
- Evaluate each group based upon how well they worked together and completed the task



### THE THEORY OF MULTIPLE INTELLIGENCES

During this year we are going to introduce different activities considering The Theory of Multiple Intelligences by Howard Gardner, who suggests that there are at least seven human intelligences which teachers have to develop in their pupils.

These intelligences are verbal or linguistic, logical or mathematical, spatial, musical, kinaesthetic, interpersonal and intrapersonal. If we can develop ways to teach and learn by engaging all seven



intelligences, we will increase the possibly for student success and create the opportunity to weave a society where each person will find a fitting place.

We are going to introduce the different intelligences in several ways, for instance:

- **Logical or mathematical intelligence:** count, classify objects, games like give me something, how many...?
- **Verbal or linguistic intelligence:** answer questions, listen and understand stories...
- **Spatial intelligence:** looking for flashcard around the class, drawings, crafts with different materials, games like point to, which one is missing?...
- **Musical intelligence:** learn songs about the topics studied, rhythms to introduce structures, daily songs...
- **Kinaesthetic intelligence:** tidy up, dance, mimic games, dramatize stories and actions...
- **Interpersonal intelligence:** what's your favourite...? What about your weekend? Tell us, can you help me? ...
- **Intrapersonal intelligence:** rules, reflections, how do you feel today? How do you feel when...? ...

All of these activities will be introduced in each unit around the school year. Working during all the units all the intelligences.

### 3.2 Resources and materials

- Teacher's bag
- Puppet (mouse)
- Magic wand
- Magic bag of vocabulary
- Merit reward stamper
- Phonics poster
- Big Story Books
- Flashcards
- Manipulative Games
- Teacher worksheet
- Super simple songs of YouTube
- Teacher's resource CD-ROM with Phonics materials
- Worksheets



- Other materials like crayons, pencils, rubber, markers, plasticine, scissors, glue, paper, tables, chairs, blackboard, chalks etc.

**b. Places**

We will use the class and English corner specially. We use the individual places (chair and table), and the group places (the carpet- assembly). We will also use the hall to do some activities and to show our works.

**c. Time**

We have two hours during the week, that is, two days in a week. The distribution of this time is the next:

Routine	10'
Magic Bag	10'
Games, flashcards, songs	15'
Story	10'
Class book	10'
Goodbye	5'



But, not always is the same, because not every day we will work the story or the class book, for example. It depends of the lessons. Each unit will have around 6 lessons.

Every unit will be developed for two weeks approximately. This time is flexible; it will depend on the needs of each educational context and children features.

**d. TIMETABLE**

**3 YEARS A**

<u>Day</u>	<b><u>MONDAY</u></b>	<b><u>THURSDAY</u></b>
<u>Time</u>	<b><u>11:30-12:30</u></b>	<b><u>12:30-13:30</u></b>

### 3 YEARS B

<u>Day</u>	<b><u>TUESDAY</u></b>	<b><u>FRIDAY</u></b>
<u>Time</u>	<b><u>11:30-12:30</u></b>	<b><u>09:30-10:30</u></b>

### 3.5 TIME, ANNUAL PLANNING

<b>1. DATE</b>		<b>UNITS</b>
<b>TERMS</b>	<b>3 years</b>	
<b>FIRST TERM</b>	20-09-21 a 01-10-20	Unit 0
	04-10-21 a 22-10-21	Unit 1 + autumn
	25-10-21 a 12-11-21	Unit 3 + Halloween
	15-11-21 a 03-12-21	Review unit 1 and 3
	06-12-21 a 23-12-21	Unit 7 + Christmas + winter
<b>SECOND TERM</b>	10-01-22 a 28-01-22	Healthy and unhealthy food
	31-01-22 a 18-02-22	Unit 2
	21-02-22 a 11-03-22	Unit 5
	14-03-22 a 01-04-22	Unit 8 + spring
	04-04-22 a 08-04-22	Review + Easter
<b>THIRD TERM</b>	18-04-22 a 06-05-22	Unit 4
	09-05-22 a 27-05-22	Unit 6
	30-05-21 a 10-06-22	Parts of the house
	13-06-21 a 23-06-21	Review + summer

*Para ir en consonancia con la tutora hemos cambiado algunas unidades de trimestre.*

#### **4. GENERAL OBJECTIVES AND CONTENTS.**

The **Order 5/8/08** defines the objectives like the educative intentions, like the “finish line” which guides the teaching process in order to achieve the learning.

According to the **article 12 LOE 2/06 partially modified by LOMLOE 2/20**, the finality of Infant Education is to contribute to physical, affective, social and mental development of children.

Infant education contributes to develop the abilities which afford them:

- a) To know their own body and the rest, their possibilities of action, and to learn to respect the differences.
- b) To observe and explore the familiar, natural and social environment.
- c) To obtain autonomy progressively in their daily activities.
- d) To develop their affective abilities.
- e) To be in contact with the others through equal treatment and obtain progressively standards of coexistence and social relations, as in exercise in empathy and peaceful problems resolution avoiding violence.
- f) To develop communicative skills in different languages and expressions forms.
- g) To begin in logical-mathematic skills, in reading and writing, the movement, the expression and the rhythm.
- h) To promote, apply and develop social rules that encourage gender equality.

Infant education has three areas of knowledge and experience:

##### **1) Self-knowledge and autonomy**

- a. To form a balanced and positive image of oneself through interaction with others and gradual recognition of one's own characteristics, possibilities and limitations, developing self-esteem and autonomy.
- b. To have an awareness of, and use, one's whole body and its different functions, experimenting and then learning to coordinate and control both gesture and movement with increasing precision.

- c. Identify one's own feelings, emotions, needs and preferences, expressing them and communicating them to others, and in turn recognizing and respecting those of others.
- d. To carry out routine activities with increasing autonomy, growing in self-confidence and initiative, and developing strategies for meeting one's basic needs.
- e. To adjust one's behavior to the needs of others, developing respectful, helpful and collaborative attitudes towards other people, not being too timid to put one's view forward, but equally not always dominating the group either.
- f. To continue developing habits and attitudes in the areas of personal safety, hygiene and health, with an appreciation of the importance of balance and emotional well-being in our everyday lives.

## **2) The physical, natural, social and cultural world around us**

- a. To observe and actively explore the environment, drawing conclusions about situations and key facts, and showing an interest in learning.
- b. To relate to other people in an increasingly mature and appropriate way, learning to recognize social norms and to adapt one's behavior accordingly.
- c. To learn about different social groups close to one's own experience, and about some of their characteristic, cultural heritage, values and lifestyle, to generate trust, respect and an appreciation of difference.
- d. To acquire foundation maths skills, identifying attributes and qualities and establishing patterns by grouping, classifying, ordering and quantifying.

## **3) Language: Communication and representation**

- a. To use language as a tool for learning, representation, communication and enjoyment, for the expression of ideas and feelings and valuing oral language as a way of relating to others and structuring society.

- b. To express feelings, desires and ideas orally, and by other means, choosing the most appropriate means according to one's communicative intention and situation.
- c. To understand, reproduce and recreate different forms of text, giving one's opinions and demonstrating enjoyment and interest
- d. To build an awareness of the social use of the written word, exploring its function and valuing it as a means of communication, information and enjoyment.
- e. To begin learning about art in its different forms and to experiment with drama and artwork using different techniques.

**a. GENERAL OBJECTIVES FOR THIS YEAR**

- ✓ To understand and enjoy the stories and text listen to.
- ✓ To identify the main characters of every story.
- ✓ To participate in the dramatisation of stories.
- ✓ To answer using TPR techniques.
- ✓ To listen and identify sounds.
- ✓ To learn and perform songs and movements.
- ✓ To articulate correctly to pronounce sound.
- ✓ To increase vocabulary.
- ✓ To identify numbers (1,2,3), colours (blue, red, yellow and green), and shapes (circle, triangle, square, rectangle).
- ✓ To identify different structures.
- ✓ To identify the sounds /s/, /a/, /t/, /p/, /i/, /n/.it graphemes, sound and image.

**b. GENERAL CONTENTS FOR THIS YEAR**

- ✓ Phonic awareness.
- ✓ Oral comprehension.





- ✓ Environmental and instrumental sounds.
- ✓ Voices.
- ✓ Rhymes and volume.
- ✓ Numbers one, two and three.
- ✓ Colours (red, yellow, blue and green).
- ✓ Shapes (circle, triangle, square and rectangle).
- ✓ Specific vocabulary of each unit.
- ✓ Phonics /s/, /a/, /t/, /p/, /i/, /n/.
- ✓ Basic structures.
- ✓ Greetings.

## 5. EVALUATION

The **Decree 428/2008**, the **Order 5/8/08** and the **Order 29/12/08** define the evaluation like an investigating and appreciative activity which be used for suggest improvements.

According to the **article 141 LOE 2/2006** and the **article 10 of the Decree 428/08** the evaluation must attend to the teaching process and to the learning process.

For these reason the evaluation of the learning process will be:

- Direct and Systematic observation.
- Conversations with children.
- Daily-work.
- Development of the worksheet to detect previous knowledge.
- Observation of behaviour.
- Involvement and attention.
- Register for the evaluation of the unit with evaluation indicators.

It's important to say than I'm going to evaluate following a criteria which have as model the objectives expressed.

As far as the evaluation of the teaching process, teachers should reflect on their teaching practice in order to improve it. Among the aspects to be evaluated I highlight the:

- Adaptation of the elements of programming to the characteristics of students.
- Development of concepts, procedures, and attitudes.
- Level of interaction between the pupils and the teacher.
- Methodology based on constructivist approaches.
- If activities have been good sequences.
- If activities have been attractive to the students.
- If activities have been in mind the previous knowledge's of the students.
- If the resources have been appropriated.
- If the organization in groups has been positive.
- If the coordination with the tutors have been adequate. Etc

#### **a. GENERAL EVALUATION CRITERIA FOR THIS YEAR**

✓ Listens to narrations with interest and attention and understands to the content.
✓ Shows interest and participates in the activities related to the story.
✓ Identifies the main characters of every story.
✓ Uses expressive technique such as pop-outs or puppets to perform mime activities and dramatizations.
✓ Participates in the stories by producing and repeating short phrases.
✓ Performs the actions associated to songs and chants and corresponding movements.
✓ Identifies the sounds (phonics) worked and connects it with the correct words.
✓ Imitates mouth positions and vowels seen so far.
✓ Understands and uses the vocabulary seen so far.
✓ Uses and identifies basic greetings.
✓ Know and identify the numbers (1, 2 and 3).
✓ Identify and use the colours (red, yellow, blue and green).
✓ Recognises and uses different structures, prepositions, sizes and shapes.



## 5.2 MARK CRITERIA

The mark criteria which I follow to evaluate the pupils are the next:

<b>0-4</b>	Poco
<b>5</b>	Regular
<b>6</b>	Adecuado
<b>7-8</b>	Bueno
<b>9-10</b>	Excelente

It is important to highlight that the objectives and contents referred to phonics, are going to be developed when it will be possible. That is, if the time-planning allow developing phonics contents, these will be worked, but if I check that the time-planning is extremely settled, these contents are going to be suppressed.

## 6. UNITS

### a. UNIT 0: HELLO

#### OBJECTIVES

1. To introduce Mouse, the puppet.
2. To present and practise basic greetings in English.
3. To have a first contact with the class, our partners, the teacher and daily routine.
4. To introduce the opening and closing routines for the course.
5. To introduce the "sit down" routine and "tidy up" routine.
6. To have a first contact with colours (red and blue) and numbers (1,2,3)

## **CONTENTS**

### **Concepts**

- Greetings (hello, good morning, how are you, goodbye)
- Mouse and teacher.
- Class, Teacher and partners
- Active Structures: What's your name? My name is...; How are you today? Are you happy/sad? I'm...; What's the weather like today? it's...; Point at something...; Count with me
- Passive Structures: point to, colour, draw yourself, sing the song, point and count, match.

### **Procedures**

- Identification of the colours: red and blue.
- Identification of the numbers: one, two, three.
- Initiation into the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions, sounds and stories.
- Participation in the activities and games.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Positive attitude to Mouse character.

## **EVALUATION CRITERIA**

- |  |
|--|
| 1· Shows a positive attitude for Mouse character.    |
| 2· Identifies colours red and blue                   |
| 3· Identifies one, two and three.                    |
| 4· Shows a positive attitude for the daily routines. |
| 5· Respects the teacher and the partners.            |

## b. UNIT 1: WE`RE A WIZARD

### OBJECTIVES

1. To progress in the Hello routine.
2. To present and practise the colours (red, yellow, blue and green) with Mouse new words.
3. To present and practise the numbers 1, 2 and 3.
4. *Discover the costume of this unit "Wizard" and to use it in the different adventures of Daisy and Robin. (big book stories)*
5. To understand and enjoy the story of this unit.
6. To identify the main characters of the story.
7. To participate in the dramatization of the story and songs.
8. To answer using Total Physical Response techniques.
9. *To explore the value of working together.*
10. *To learn about the weather and the rainbow.*
11. *To know the current season "autumn" and characteristics.*
12. *To identify words with /s/ sound.*
13. *To know up-down; slow-fast.*

### CONTENTS

#### Concepts

- o Greetings (hello, good morning, how are you, goodbye)
- o Colours: red, blue, yellow, green.
- o Numbers: one, two, three.
- o Weather vocabulary: cloudy, sunny, rainy, rainbow.
- o Autumn vocabulary.
- o Phonic /s/ (sunny, shine, snowy, yes)
- o Active Structures: What's your name? My name is...; How are your today? Are you happy/sad? I'm...; What's the weather like today? it's...; Point at something... ; Count with me; Can you see...? Where is Mouse?
- o Passive Structures: point to, colour, sing the song, point and count, match, find and stick, look and draw, point and say, circle.
- o Prepositions: up and down.

- Fast and slow.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I want to be a wizard".
- Dramatization of the story "I want to be a wizard".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.
- Identification: up-down; fast-slow, taking part in the different games and making miming actions.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Respect the value of this unit.

### **EVALUATION CRITERIA**

1. Shows a positive attitude for the daily routines.
2. Identifies colours: red, blue, yellow, green.
3. Identifies one, two and three.
4. Identifies up and down.
5. Identifies slow and fast.
6. Knows the vocabulary worked weather
7. Identifies the sound /s/.
8. Develops the oral language through song and dramatizations and performs the correct actions.

## **c. UNIT 3: WE`RE A MONKEY**

## **OBJECTIVES**

1. Consolidate the routines little by little.
2. Show and practise the new vocabulary about the body.
3. Discover the costume of this unit "Monkey".
4. To understand and enjoy the story of this unit, chants and class songs.
5. To identify the main characters of the story.
6. To participate in the dramatization of the story and songs.
7. To answer using Total Physical Response techniques.
8. Make our own costume of this unit (monkey).
9. Explore the value of being careful.
10. To learn the parts of our face comparing it with the face of a monkey.
11. To know the current season autumn.
12. To know *up-down; slow-fast, in-on*.
13. To identify words with /s/ sound.

## **CONTENTS**

### **Concepts**

- Greetings (hello, good morning, how are you, goodbye)
- Colours: red, blue, yellow, green.
- Numbers: one, two, three.
- Body vocabulary: head, body, arms, legs, eyes, nose, ears, mouth.
- Season vocabulary.
- Phonic /s/
- Active Structures: What's your name? My name is...; How are you today? Are you happy/sad/angry? I'm...; What's the weather like today? it's...; Point at something...; Count with me; Can you see...?; Where is Mouse?; I want my...; Look at my...
- Passive Structures: point to, colour, sing the song, point and count, match, find and stick, look and draw, point and say, circle, complete.
- Prepositions: up/down, in/on.
- Fast and slow.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.

- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I want to be a monkey".
- Dramatization of the story "I want to be a monkey".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.
- Identification: up-down; in-on; fast-slow, taking part in the different games and making miming actions.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Respect the value of this unit.

### **EVALUATION CRITERIA**

1. Shows a positive attitude for the daily routines.
2. Identifies the colours: red, blue, yellow and green.
3. Identifies the numbers one, two and three.
4. Knows the vocabulary: "body".
5. Identifies the prepositions in-on.
6. Recognises the sound /s/ identifying some words.
7. Develops the oral language through song and dramatizations and performs the correct actions.

## **d. HALLOWEEN**

### **OBJECTIVES**

- 1· To consolidate the routines little by little.
- 2· To show and practise the new vocabulary about Halloween.
- 3· To discover the typical costumes that English children wear in Halloween.
- 4· To understand and enjoy the English Halloween tradition: truck or treat!
- 5· To identify the main characters of Halloween.



- 6· To participate in the dramatization of Halloween story and songs.
- 7· To answer using Total Physical Response techniques.
- 8· To make our own Halloween craft.

## **CONTENTS**

### **Concepts**

- Greetings (hello, good morning, how are you, goodbye)
- Colours: red, blue, yellow, green.
- Numbers: one, two, three.
- Halloween vocabulary: happy Halloween, truck or treat, pumpkin, ghost, witch, bat, monster, sweets.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Curiosity in English culture (Halloween).

## **EVALUATION CRITERIA**

- |  |
|--|
| 1. Knows the vocabulary worked.                      |
| 2. Knows and enjoys with English culture: Halloween. |

## e. UNIT 7: WE´RE A BAKER

### OBJECTIVES

- 1 · To consolidate the routines little by little.
- 2 · To show and practise the new vocabulary about the food.
- 3 · To discover the costume of this unit "baker".
- 4 · To understand and enjoy the story of this unit, chants and class songs.
- 5 · To identify the main characters of the story.
- 6 · To participate in the dramatization of the story and songs.
- 7 · To answer using Total Physical Response techniques.
- 8 · To explore the value of being cleaner and organized.
- 9 · To learn about the health and healthy food.
- 10 · To know the current season "winter".
- 11 · To identify words with the sound /i/.
- 12 · To know: up-down; in-on; slow-fast.
- 13 · To show and practise the new vocabulary about Christmas.
- 14 · To understand and enjoy the English Christmas tradition: Father Christmas!
- 15 · To identify the main characters of Christmas.
- 16 · To make our own Christmas craft.
- 17 · To know the meaning of Christmas.

### CONTENTS

#### Concepts

- Greetings (hello, good morning, how are you, goodbye)
- Colours: red, blue, yellow, green.
- Numbers: one, two, three.
- Phonics: /i/.
- Food vocabulary: bread, milk, apple, eggs; fish, sweets, salad, biscuits; knife, fork, spoon, plate, bowl, cap, eat.
- Winter vocabulary.
- Christmas vocabulary: happy Christmas, happy new year, Christmas tree, present, Father Christmas.
- Feelings vocabulary: happy, sad, angry, sleepy and excited
- Active Structures: What's your name? My name is...; How are you today? Are you happy/sad/angry? I'm...; What's the weather like today? it's...;

Point at something... ; Count with me; Can you see...?; Where is Mouse?; I want my... ; they see/we see...; Can I have...?

- Passive Structures: point to, colour, sing the song, point and count, match, find and stick, look and draw, point and say, circle.
- Fast-slow, up-down, in-on.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I want to be a baker".
- Dramatization of the story "I want to be a baker".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.
- Identification: Fast-slow, up-down, in-on, big-small, on-off, taking part in the different games and making miming actions.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Respect the value of this unit.
- Curiosity in English culture (Christmas).

### **EVALUATION CRITERIA**

1. Shows a positive attitude for the daily routines and participates correctly.
2. Identifies the colours: red, blue, yellow and green.
3. Identifies the numbers one, two and three.

- |  |
|--|
| 4. Knows the vocabulary worked. Food.  |
| 5. Identifies the concepts worked.   |
| 6. Identifies the sound /i/ and recognises some words.   |
| 7. Develops the oral language through song and dramatizations, and performs the correct actions. |

## f. UNIT 2: WE`RE A HEDGEDOG

### **OBJECTIVES**

1. Consolidate the routines little by little.
2. Show and practise the new vocabulary about the family.
3. Discover the costume of this unit "Hedgehog".
4. To understand and enjoy the story of this unit, the story song, chants and class songs.
5. To identify the main characters of the story.
6. To participate in the dramatization of the story and songs.
7. To answer using Total Physical Response techniques.
8. Explore the value of helping our partners.
9. To learn about the time sequence day and night.
10. To identify words with /p/ sound.
11. To learn sizes big and small.

### **CONTENTS**

#### **Concepts**

- o Greetings (hello, good morning, how are you, goodbye)
- o Colours: red, blue, yellow, green.
- o Numbers: one, two, three.
- o Family vocabulary: Mummy, daddy, brother, sister.
- o Phonic /p/
- o Active Structures: What's your name? My name is...; How are your today? Are you happy/sad/angry? I'm...; What's the weather like today? it's...; Point at something... ; Count with me; Can you see...?; Where is Mouse?; I want my... Be quiet!

- Passive Structures: point to, colour, sing the song, point and count, match, find and stick, look and draw, point and say, circle.
- Prepositions: up/down, in/on.
- Big and small.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I want to be a hedgehog".
- Dramatization of the story "I want to be a hedgehog".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.
- Identification: up-down; in-on; fast-slow, taking part in the different games and making miming actions.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Respect the value of this unit.

### **EVALUATION CRITERIA**

1. Shows a positive attitude for the daily routines.
2. Identifies the colours: red, blue, yellow and green.
3. Identifies the numbers one, two and three.
4. Knows the vocabulary about family
5. Knows the concepts worked.

6. Identifies the sound /p/ identifying some words.
7. Develops the oral language through song and dramatizations, and performs the correct actions.

### **g. UNIT 5: WE`RE A TRAIN DRIVER**

#### **OBJECTIVES**

1. Consolidate the routines little by little.
2. Show and practise the new vocabulary about the professions.
3. Discover the costume of this unit "Train Driver".
4. To understand and enjoy the story of this unit, chants and class songs.
5. To identify the main characters of the story.
6. To participate in the dramatization of the story and songs.
7. To answer using Total Physical Response techniques.
8. Explore the value of understanding the feelings of people.
9. To learn about the feelings, how express it and how do you recognise it.
10. To know the current season "spring".
11. To identify words with /a/ sound.
12. To review: up-down; in-on; slow-fast, big-small and to learn on-off.

#### **CONTENTS**

##### **Concepts**

- Greetings (hello, good morning, how are you, goodbye)
- Colours: red, blue, yellow, green.
- Numbers: one, two, three.
- Professions vocabulary: postman, doctor, teacher, cleaner.
- Spring vocabulary.
- Feelings vocabulary: happy, sad, angry, tired, and excited.
- Active Structures: What's your name? My name is...; How are your today? Are you happy/sad/angry? I'm...; What's the weather like today? it's...; Point at something... ; Count with me; Can you see...?; Where is Mouse?; I want my... ; they see/we see...;
- Passive Structures: point to, colour, sing the song, point and count, match, find and stick, look and draw, point and say, circle.
- Fast-slow, up-down, in-on, big-small, on-off.

## **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I want to be a train driver".
- Dramatization of the story "I want to be a train driver".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.
- Identification: Fast-slow, up-down, in-on, big-small, on-off, taking part in the different games and making miming actions.

## **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Respect the value of this unit.

## **EVALUATION CRITERIA**

- |  |
|--|
| 1. Shows a positive attitude for the daily routines.   |
| 2. Identifies the colours: red, blue, yellow and green.  |
| 3. Identifies the numbers one, two and three.  |
| 4. Identifies the prepositions in-on.  |
| 5. Knows the vocabulary worked. (professions)  |
| 6. Identifies the sound /a/ identifying some words.  |
| 7. Develops the oral language through song and dramatizations, and performs the correct actions. |

## **h. UNIT 8: WE`RE A PIRATE**

### **OBJECTIVES**

- 1 · To consolidate the routines little by little.
- 2 · To show and practise the new vocabulary about the clothes.

- 3· To discover the costume of this unit "pirate" and to use it in the different adventures of Daisy and Robin.
- 4· To understand and enjoy the story of this unit, the story song, chants and class songs.
- 5· To identify the main characters of the story.
- 6· To participate in the dramatization of the story and songs.
- 7· To answer using Total Physical Response techniques.
- 8· To make our own costume of this unit (pirate).
- 9· To explore the value of sharing.
- 10· To learn about dressing appropriately according to the weather.
- 11· To identify words with the sound /n/
- 12· To review: up-down; in-on; slow-fast, big-small and on-off.

## **CONTENTS**

### **Concepts**

- Greetings (hello, good morning, how are you, goodbye)
- Colours: red, blue, yellow, green.
- Numbers: one, two, three.
- Phonics: /n/
- Clothes vocabulary: *dress, shorts, hat, T-shirt; trousers, jumper, jacket, umbrella.*
- Active Structures: What's your name? My name is...; How are you today? Are you happy/sad/angry? I'm...; What's the weather like today? it's...; Point at something... ; Count with me; Can you see...?; Where is Mouse?; I want my... ; they see/we see...; Can I have...?; I'm wearing...
- Passive Structures: point to, colour, sing the song, point and count, match, find and stick, look and draw, point and say, circle, show what you can do, ... your favourite...
- Fast-slow, up-down, in-on, big-small, on-off.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.



- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I want to be a pirate".
- Dramatization of the story "I want to be a pirate".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.
- Identification: Fast-slow, up-down, in-on, big-small, on-off, taking part in the different games and making miming actions.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Respect the value of this unit.

### **EVALUATION CRITERIA**

1· Shows a positive attitude for the daily routines and participates correctly.
2· Identifies the colours: red, blue, yellow and green.
3· Identifies the numbers one, two and three.
4· Knows the vocabulary worked. CLOTHES
5· Identifies the concepts worked.
6· Identifies the sound /n/ and recognises some words.
7· Develops the oral language through song and dramatizations, and performs the correct actions.

### **i. EASTER (with Unit 8)**

#### **OBJECTIVES**

- 1· To consolidate the routines little by little.
- 2· To show and practise the new vocabulary about Easter.

- 3• To discover the typical costumes that English children wear in Easter.
- 4• To understand and enjoy the English Easter tradition: Easter rabbit and chocolate eggs!
- 5• To identify the main characters of Easter.
- 6• To participate in the dramatization of Easter story and songs.
- 7• To answer using Total Physical Response techniques.
- 8• To make our own Easter craft.

## **CONTENTS**

### **Concepts**

- Greetings (hello, good morning, how are you, goodbye)
- Colours: red, blue, yellow, green.
- Numbers: one, two, three.
- Easter vocabulary: happy Easter, basket, flower, eggs, chocolate, rabbit.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Curiosity in English culture (Easter).

## **EVALUATION CRITERIA**

1. Knows vocabulary and enjoys with English culture: Easter.

## j. UNIT 4: WE`RE A CAT

### **OBJECTIVES**

1. Consolidate the routines little by little.
2. Show and practise the new vocabulary about the animals.
3. Discover the costume of this unit "Cat".
4. To understand and enjoy the story of this unit, the story song, chants and class songs.
5. To review spring vocabulary.
6. To identify the main characters of the story.
7. To participate in the dramatization of the story and songs.
8. To answer using Total Physical Response techniques.
9. Make our own costume of this unit (cat).
10. Explore the value of be quiet and sit down properly.
11. To learn about the farm animals and their corresponding sounds.
12. To identify words with /t/ sound.
13. To review: up-down; in-on; slow-fast; big-small and on-off.

### **CONTENTS**

#### **Concepts**

- o Greetings (hello, good morning, how are you, goodbye)
- o Colours: red, blue, yellow, green.
- o Numbers: one, two, three.
- o Animal's vocabulary: tortoise, dog, fish, sheep, pig, cow, chicken.
- o Phonic /t/
- o Spring vocabulary
- o Songs vocabulary: farm, munch, woof, splash, boing.
- o Active Structures: What's your name? My name is...; How are your today? Are you happy/sad/angry? I'm...; What's the weather like today? it's...;

Point at something... ; Count with me; Can you see...?; Where is Mouse?; I want my...; they see/ we see...: Can I have...?; He needs/ I need...;

- Passive Structures: point to, colour, sing the song, point and count, match, find and stick, look and draw, point and say, circle.
- Up-down; in-on; slow-fast; big-small and on-off.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I want to be a cat".
- Dramatization of the story "I want to be a cat".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.
- Identification: up-down; in-on; slow-fast; big-small and on-off.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Respect the value of this unit.

### **EVALUATION CRITERIA**

1. Shows a positive attitude for the daily routines.
2. Identifies the colours: red, blue, yellow and green.
3. Identifies the numbers one, two and three.
4. Identifies big and small concepts.
5. Knows the vocabulary worked. Animals

6. Identifies the sound /t/ identifying some words.
7. Develops the oral language through song and dramatizations, and performs the correct actions.

## k. UNIT 6: WE`RE A SHOPKEEPER

### OBJECTIVES

- 1 · To consolidate the routines little by little.
- 2 · To show and practise the new vocabulary about the toys.
- 3 · To discover the costume of this unit "shopkeeper"
- 4 · To understand and enjoy the story of this unit, chants and class songs.
- 5 · To identify the main characters of the story.
- 6 · To participate in the dramatization of the story and songs.
- 7 · To answer using Total Physical Response techniques.
- 8 · To make our own costume of this unit (shopkeeper).
- 9 · To investigate about different shops.
- 10 · To explore the value of appreciate the other's differences.
- 11 · To learn about the games that you can play outdoors.
- 12 · To identify the sounds /s/, /a/, /t/, /p/, /i/, /n/.
- 13 · To review: up-down; in-on; slow-fast, big-small, on-off.

### CONTENTS

#### Concepts

- Greetings (hello, good morning, how are you, goodbye)
- Colours: red, blue, yellow, green.
- Numbers: one, two, three.
- Phonics: /s/, /a/, /t/, /p/, /i/, /n/.
- Toys vocabulary: *Teddy, car, doll, dinosaur; bike, ball, scooter, skipping rope.*
- Parts of the house: kitchen, bathroom, bedroom, garden.
- Summer vocabulary.
- Active Structures: What's your name? My name is...; How are your today?  
Are you happy/sad/angry? I'm...; What's the weather like today? it's...; Point at something... ; Count with me; Can you see...?; Where is Mouse?; I want my... ; they see/we see...; Can I have...?

- Passive Structures: point to, colour, sing the song, point and count, match, find and stick, look and draw, point and say, circle, show what you can do, ... your favourite...
- Fast-slow, up-down, in-on, big-small, on-off.

### **Procedures**

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three.
- Understanding the routine vocabulary.
- Use of class rules.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I want to be a shopkeeper".
- Dramatization of the story "I want to be a shopkeeper".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games.
- Identification: Fast-slow, up-down, in-on, big-small, on-off, taking part in the different games and making miming actions.

### **Attitudes**

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Respect the value of this unit.

### **EVALUATION CRITERIA**

1. Shows a positive attitude for the daily routines and participates correctly.
2. Identifies the colours: red, blue, yellow and green.
3. Identifies the numbers one, two and three.
4. Investigates and bring information about shops.
5. Works in group properly.
6. Enjoys doing our investigation about the shops.
7. Knows the vocabulary worked. Toys

8. Identifies the concepts worked.

9. Identifies the sound /s/, /a/, /t/, /p/, /i/, /n/.and recognises some words.

10. Develops the oral language through song and dramatizations, and performs the correct actions.

### i. SUMMER (with unit 6)

#### **OBJECTIVES**

1. To consolidate the routines little by little.
2. To show and practise the new vocabulary about summer.
3. To discover the typical characteristic of summer.
4. To participate in the dramatization of summer songs.
5. To answer using Total Physical Response techniques.
6. To make our own summer craft.

#### **CONTENTS**

##### **Concepts**

- o Greetings (hello, good morning, how are you, goodbye)
- o Colours: red, blue, yellow, green.
- o Numbers: one, two, three.
- o Summer vocabulary: happy holidays, summer, sun, beach, pool, towel, bucket, spade, swimsuit, flip-flop, ball, shell, sea, sand.

##### **Procedures**

- o Identification of the colours: red, blue, yellow, green.
- o Identification of the numbers: one, two, three.
- o Understanding the routine vocabulary and use of class rules.
- o Communication with partners and teacher.
- o Listening and understanding songs, chants, instructions and sounds.
- o Understanding the summer story.
- o Dramatization of the summer story.
- o Recognition of the basic vocabulary of this unit.
- o Participation in the activities and games.

## Attitudes

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Interest in performing actions associated to songs and story dramatizations.
- Curiosity in summer customs.

## EVALUATION CRITERIA

- 1 · Knows the vocabulary worked about summer.

# ANNEX

## 1 Daily Routine / Hello Routine

### DAILY ROUTINE, HELLO ROUTINE

#### 1 · Hello song

The teacher enters to the classroom saying hello, good morning. How are you today? Children should answer *I'm fine thank you!*, Ok let's sing the hello song:

1. "Hello, hello, hello, hello, hello Daisy, Hello, hello, hello, hello, hello Mouse, Hello, hello, hello, hello Robin, hello, hello, hello how are you today, hello, hello, hello, hello, hi there!, hello, hello how are you today".

2. "Hello, hello, hello everyone, Hello, hello, hello everyone, Hello, hello, hello everyone, Hello, hello, hello everyone. Hello children, hello mouse/teacher, Hello children, hello mouse/teacher, Hello children, hello mouse/teacher, Hello, hello, hello everyone"

#### 2 · My helper

The teacher chooses one pupil to be the responsible using the magic glass. The teacher says: *Today my helper is....!!!*



The helper has to help the teacher to do different things. Like these:

**a) Good morning song.**

We start the lesson singing this song together: Let's sing the good morning song, come on!

"Good morning, good morning, good morning,  
Clap your hands, clap, clap, clap,  
Stomp your feet, stomp, stomp, stomp,  
Turn around, around, around, around, all right, all right  
Good morning, good morning, good morning to Christ,  
Good morning you, good morning everyone, all right, all right"

Well done!! OK, now let's look who is in the school/ classroom today.

**b) Is everybody at school today?**

We use the house and the school with our photos to look who **is at home** and who **is in the school/classroom**.

The helper says: *is **Carlos (for example) here?*** Carlos (for example) should answer: **Here I am!** If someone is at home, everybody should say: **Daniela is at home!**

Then we count how **many children there are at home** and **how many children there are in the classroom**. We say there are three (for example) children at home. There are twenty two (for example) children in the classroom.

Note: In **3 years old** we count only how many children there are at home. Little by little we are going to make progress. In 4 and 5 years old they write the number in the blackboard.

**CALENDAR**

➤ **Days of the week.**

*Now let's look the days of the week. Come on! Let's sing the song together. Prepare your hands! (Ponemos las manos abiertas una a cada lado, empezamos a cantar y para cada día damos una palmada, hacia la derecha y luego hacia la izquierda)*

*"Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday comes again"*

*So Carlos (helper) what day is today? Today it's Monday? It's Tuesday? It's Wednesday? It's Thursday? It's Friday? It's Saturday? It's Sunday? (They should*

answer yes it is or no it isn't) Finally we say, for example, Today is Monday (table, snap and clap). And we put the correct day on the calendar.

### **c) Seasons**

The song:

*"Autumn, winter, spring, and summer, autumn, winter, spring, and summer."*

What season is now? It is autumn? It is spring? It is winter? It is summer? The helper should answer saying: Yes it is or No it isn't. (The teacher show flashcards about each season)

- Teacher do some question about the current season. Examples:
  - o Autumn: do you know what happen in autumn? In autumn the leaves of trees fall. Also the weather it's rainy and we need a raincoat and an umbrella.
  - o Winter: do you know what happen in winter? In winter is very cold. We have to wear a hat, a scarf, the gloves/mittens, a sweater, a coat/jacket, and the boots.
  - o Spring: do you know what happen in spring? In spring the flowers grow and smell very well. Also, the insect fly everywhere.
  - o Summer: do you know what happen in summer? In summer is hot, the sun shine in the sky. In summer the school end and we go to the beach, to the swimming pool, to swim, to sunbathe. It's very relaxing. And very fun!
- Flashcards, actions and games with vocabulary about the current season.

### **d) What's the weather like today?**

Now, let's look the weather. Let's sing the song together, one, two, three!

*"What's the weather like today?  
It's cloudy, black and grey.  
or It's sunny, sun and blue.  
or It's rainy in the street.  
or It's windy (fuu, fuu)soplamos\*  
Or it's snowy, tell me you.  
What's the weather like today?"*

1º) So Carlos (the helper) what's the weather like today? Looks throw the window.



your hands (clap-clap), clap your hands (clap-clap), If you are happy, happy, happy clap your hands (clap-clap).

- If you're angry- stomp your feet
- If you're sad- cross your arms
- If you're scared- say oh no!
- If you're excited- take a jump
- If you're surprised- turn around
- if you're sleepy- take a nap

## **2. Round of Questions** (specially in 5 years old)

The helper asks to other children different questions:

- ✓ What's your name? My name is...
- ✓ How are you today? I'm fine thank you, and you?
- ✓ How old are you? I'm ...
- ✓ How do you feel today? I feel ... and you?
- ✓ Do you prefer the ... or the...? I prefer the...
- ✓ What colour do you prefer? I prefer...
- ✓ What's your favourite...? My favourite ... is ...
- ✓ What can you see? I can see...

## **3. Flashcards with vocabulary**

First the teacher shows the flashcards about vocabulary and then we play to several games. Also we see posters of the units.

- Games:
  - Listen!

Este juego consiste en escuchar la palabra que dice la maestra y colocarla dónde nos diga. Por ejemplo: Catch the *pencil* and put in the *blackboard*.

- Teddy's train.

Este juego consiste en escuchar la palabra que dice la maestra y colocarla en el vagón del tren con el color correspondiente. Por ejemplo: Put the *table* in the *blue* wagons.

- Give me...

Este juego consiste en dar a la maestra la flashcard correcta. Las flashcards estarán pegadas en la pizarra, y la maestra dirá a algún niño/a, por ejemplo: Give

me the *nurse*, El niño/a tendrá que coger la correspondiente flashcard. La maestra la mostrará a los demás niños diciendo: *Is it the nurse?* Los niños/as deberán contestar *Yes it is* or *No it isn't*.

- *Who's got ..?*

Se escogerán al azar varios niños/as, en función de las flashcards que se vayan a trabajar. A cada uno de ellos/as se les dará una flashcard que deberán tapar para que nadie más la vea. Los demás deberán adivinar qué tiene cada uno de sus compañeros. Para ello, la maestra preguntará: *Who's got the table?* al niño/a al que le pregunte deberá responder: *Has María the table?* Y María deberá decir: *Yes I have* or *No I haven't*.

- *Am I ...?*

En este juego, la maestra llama a un niño/a. Le pone una flashcard en la cabeza de manera que el/ella no lo vea pero los demás sí. El elegido o la elegida deberá preguntar a sus compañeros: *Am I the table?* y sus compañeros deberán contestarle: *Yes, you are the table!* or *No you aren't*.

- *Magic roulette*

Pondremos una ruleta en el suelo y alrededor varias flashcards, giraremos la ruleta y cuando se pare, deberemos decir la palabra a la que señala. Para que sea más motivante, podremos hacer equipos y que cada vez gire uno la ruleta, si aciertan podrán ir ganando puntos. Al final veremos el equipo ganador.

- *Guess the word and win a magic stick.*

Este juego consiste en que la maestra enseña una flashcard. Los niños/as la piensan, y sin decir nada, levantan la mano si la saben. La maestra preguntará al azar a alguno de los que tengan la mano levantada. Si acierta gana una pegatina, si no acierta él o ella deberá escoger a un compañero/a para que responda. Si el compañero/a que a escogido acierta, ambos ganarán una pegatina, sino acierta, este deberá escoger a otro compañero/a que responda, si lo hace bien ganarán los 3 una pegatina, si falla, este deberá escoger a otro compañero, y así sucesivamente. En el momento que aciertan y ganan la pegatina, es la maestra quien comienza de nuevo la ronda.

- *Posters: The teacher put the poster in the blackboard and she asks to the children: What can you see here? Children should answer saying: I can see... Where is Teddy? Children should answer saying: Teddy is...*

#### **4. Review the actions and prepositions.** (Not every day, it depends on the time)

For example: everybody up, now everybody down. Now clap your hands slow, stop, and now clap your hands fast. Ok, now we are big, and now we are small... - Everything doing the correct expression.

In addition we have a poster where we put all the prepositions that we know. This poster is useful to review quickly all the prepositions.

#### **5. We play with the verbs.** (Not every day, it depends on the time)

Teacher says, for example: *everybody walk* (todos andamos por la clase), *now run* (corremos), *now drive your car* (hacemos que conducimos un coche), *stop* (nos paramos), *eat* (hacemos que comemos) *drink* (hacemos que bebemos) etc.

#### **6. Phonics games** (specially 4 and 5 years old)

We review the phonics orally and then we play to several games.

Phonics games:

- The colours teams.

Hacemos equipos de 5 niños/as, cada equipo será de un color, rojo, amarillo, azul, verde y naranja. En cada uno de estos equipos habrá un responsable, que será quien tenga la tarjeta donde anotarán los puntos. El juego consiste en pensar palabras con el phonic que, o bien nos haya tocado, o que diga la maestra en general para todos los equipos. Se dejará un tiempo no muy largo para que los equipos piensen palabras en inglés que contengan ese phonic, cuando la maestra diga STOP todos pararán de pensar. La maestra comenzará a preguntar a los equipos uno por uno. Si las palabras que han pensado son correctas, la maestra les dará un punto (una pegatina que pegarán en su tarjeta, la cual será del color del equipo). Al terminar haremos recuento de puntos para ver el equipo ganador. Cuando la maestra lo considere podrá incluir consignas como por ejemplo pensar dos o tres palabras en vez de una.

- Read phonics words and win your stick

Utilizando el método "blending and segmenting".

#### **7. Goodbye and relaxing song**

It is time to say goodbye. Song: "Bye, bye see you tomorrow, bye bye see you tomorrow bye bye see you tomorrow, bye bye bye".

So everybody relax and listen to the music. (Al terminar, nos relajamos y vemos algún cuento en inglés en la pdi o escuchamos y vemos en la pdi alguna de las canciones que nos gustan)

Note:

-In order to attract the pupils we sing this song “One hand up, and down, and tell me sssss and look, open your eyes, open your ears and close your mouth”. Or “One hand up-up-up-up-up, one hand down-down-down-down-down, and two hands shake-shake-shake-shake”.