

TEACHING PROGRAMMING

Greenman and the magic forest!



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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 2/2206) 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.



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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 students 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 (four years) that has two lines and eight units. I'm going to contextualise specifically this programming in the classrooms of **4 years A** (12 boys and 13 girls) **and 4 years B** (13 boys and 12 girls). Therefore, I can say that my programming goes directed towards children that show a great egocentrism which is common in this stage. However, these children have autonomy to do basic things such as to go to the toilet, hygiene, skills for food, psychomotor activity to take the pencil, etc.

It is important to highlight with respect to language that these students understand and express without problems in their mother language. However, they have problems to understand the English language although they show interest in learning and participating in class activities, games and songs.



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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. (Go to 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 '**Stories**' like a very important part of the process. The Stories are an integral part of the course, providing a lively and fun context for learning new language. Each story follows Nico, Sam and Greenman 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 the tone of voice in the story audio, 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.

3.1. 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

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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 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, book keeper, 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



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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
- Greenman puppet
- Greenman merit reward stamper
- Phonics poster
- Box
- Hello poster



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- Who do you want to be? poster
- Big Story Books
- Flashcards
- Smart topic flashcards
- Teacher's book
- Audio CDs
- DVD
- Teacher's resource CD-ROM with Phonics materials
- Interactive whiteboard resources
- Pupils Class-Book.
- Others materials like crayons, pencils, rubber, markers, plasticine, scissors, glue, paper, tables, chairs, blackboard, chalks etc.

3.3. 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.

3.4. 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.

3.5. TIMETABLE

4 YEARS A

<u>Day</u>	<u>WEDNESDAY</u>	<u>FRIDAY</u>
<u>Time</u>	<u>11:30 – 12:30</u>	<u>11:30 – 12:30</u>

4 YEARS B

<u>Day</u>	<u>MONDAY</u>	<u>THURSDAY</u>
<u>Time</u>	<u>9:30 – 10:30</u>	<u>11:30 – 12:30</u>

3.6. TIME, ANNUAL PLANNING

1. DATE		UNITS
TERMS	4 years	
FIRST TERM	20-09-21 α 01-10-21	Unit 0
	04-10-21 α 22-10-21	Unit 1 + autumn
	25-10-21 α 12-11-21	Unit 2 + Festival 1: Halloween
	15-11-21 α 03-12-21	Review 1: autumn fun
	06-12-21 α 23-12-21	Festival 2: Christmas + Review
SECOND TERM	10-01-22 α 28-01-22	Unit 3
	31-01-22 α 18-02-22	Unit 4
	21-02-22 α 11-03-22	Review 2: Winter fun
	14-03-22 α 01-04-22	T.F. SHAPES
	04-04-22 α 08-04-22	Festival 3: Easter and carnival
THIRD TERM	18-04-22 α 06-05-22	Unit 5
	09-05-22 α 27-05-22	Review 3: spring fun
	30-05-22 α 10-06-22	Unit 6
	13-06-21 α 22- 06-22	Review 4: summer fun

4.GENERAL OBJECTIVES AND CONTENTS

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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 behaviour 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 behaviour 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.

3.7. 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 dramatization 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 begin using blending (reading) and segmenting (writing) techniques.
- ✓ To begin identifying the number of sounds in a word (segmenting).
- ✓ To increase vocabulary.
- ✓ To identify cardinal numbers (1, 2, 3, 4, 5, 6), ordinal numbers (first, second, third), colours (blue, red, yellow, green, orange, purple, brown, pink, grey, black, white), sizes (big, small, medium), shapes (circle, triangle, square, rectangle, star, oval), and some prepositions and basic concepts.
- ✓ To identify different structures.
- ✓ To identify the sounds /æ/ y /e/ /i/ y /o/ /l/ /u:/ y /ʊ/ /ʃ/ y /i:/ /ks/ y /ŋ/ /w/ /əʊ/ /tʃ/ y /j/ /ei/ , it graphemes, sound and image.

4.2 GENERAL CONTENTS FOR THIS YEAR

- ✓ Phonic awareness.
- ✓ Oral comprehension.
- ✓ Voices. Rhymes and volume.
- ✓ Prepositions and basic concepts.



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- ✓ Basic structures.
- ✓ Ordinal numbers (first, second, third)
- ✓ Sizes (big, medium, small)
- ✓ Specific vocabulary of each unit.
- ✓ Shapes (circle, triangle, square, rectangle, oval and star).
- ✓ Colours (red, yellow, blue, green, orange, purple, pink and brown).
- ✓ Phonics /æ/ y /e/ /i/ y /o/ /l/ /u:/ y /ʊ/ /f/ y /i:/ /ks/ y /ŋ/ /w/ /əʊ/ /tʃ/ y /j/ /ei/.
- ✓ Cardinal numbers (one, two, three, four, five and six).
- ✓ Greetings.

4. 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 suggesting 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 reasons 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 that I'm going to evaluate following a criteria which have as model the objectives expressed. In addition, to do it I'm going to evaluate with a rubric in order to attend better to the different rhymes of learning.

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 knowledges 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.

4.1. GENERAL EVALUATION CRITERIA FOR THIS YEAR

✓ Listens to narrations with interest and attention and understands the content.
✓ Shows interest and participates in the activities and daily routine.
✓ 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 and games 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- 6).

- ✓ Identify and use the studied colours.
- ✓ Recognises and uses different structures, prepositions, sizes and shapes.
- ✓ Participates in class respecting the rules, works in group and respects the patterns



5.2 MARK CRITERIA

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

0-4	Poco
5	Regular
6	Adecuado
7-8	Bueno
9-10	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.



5. UNITS

5.1. UNIT 0: LET`S BE FRIENDS

OBJECTIVES

1. To present and practise basic greetings in English.
2. To remember the hello routine.
3. To Review basic greetings and the key vocabulary of Starter level related to family members and toys.
4. To remember colours and numbers.
5. To Identify the characters of Greenman and the Magic Forest.

CONTENTS

Concepts

- Greetings.
- Vocabulary: Mum, dad, sister, brother, grandma and grandad.
- 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...; How

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old are you? I'm...; What colour is it? It is...; Point at something...; Count with me.

- Passive Structures: Point and say. Colour the sun. Trace. Draw and colour. Sing the song. Circle your age and draw

Procedures

- Identification of the colours: red, blue, yellow, green.
- Identification of the numbers: one, two, three, four.
- 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 Greenman and the magic forest characters.

EVALUATION CRITERIA

- | |
|---|
| 1. Remembers the hello routine and participates in it. |
| 2. Respect the rules. |
| 3. Accepts opening and closing routines for the course. |
| 4. Remembers colours and numbers studied. |
| 5. Identifies the members of the family. |

5.2. UNIT 1: FOUR RABBITS

OBJECTIVES

1. Consolidate the routines language from Hello! And establish the opening and closing routines for the lessons.
2. Via Greenman's new words, introduce the children to actions word in English.
3. To present and practise the numbers 1-4.

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4. To learn words about classroom objects.
5. To understand and enjoy the story of this unit, the story song, chants and class songs.
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 develop the oral language.
10. To Identify and contrast the concepts good / naughty.
11. To Recognize the importance of showing respect for others.
12. To identify the sounds /ae/ y /e/, and its graphemes and images.
13. To identify words with /ae/ y /e/, sounds.

CONTENTS

Concepts

- Greetings
- Colours: red, blue, yellow, green, brown and orange.
- Numbers: one, two, three, four.
- Vocabulary: door, window, bag, board, computer, peg.
- Phonics /ae/ y /e/.
- Stories vocabulary: frog, ant, rabbit.
- Active Structures: I can see.../ There are... There aren't
- Passive Structures: Look and stick. Find and match. Count Sing the song. Count and circle the number. Where's Greenman? Find and point. Colour and say the actions. Review the sounds and letters. Look and match the pictures.
- Good/naughty.

Procedures

- Identification of the colours: red, blue, yellow, green, brown and orange
- Identification of the numbers: one, two, three, four.
- Understanding the routine vocabulary.
- Recognition and fulfilment of greetings.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "Four rabbits".

- Dramatization of the story "Four rabbits".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games in order to learn the value of joining and having a go.
- Identification: good- naughty, taking part in the different games and making miming actions.
- Identifying and reproducing the sounds /æ/ y /e/.
- Identifying the relation between grapheme-sound.

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 in it respecting the value worked. |
| 2. Identifies the studied colours. |
| 3. Identifies the numbers 1-4. |
| 4. Knows the vocabulary and concepts about classroom objects. |
| 5. Knows the concepts worked. |
| 6. Recognises the importance of showing respect for the others. |
| 7. Identifies and reproduce the sounds worked, understanding the relation between sound-grapheme. |
| 8. Develops the oral language through song and dramatizations and performs the correct actions. |

5.3. UNIT 2: THE HONEY GAME

Greenman and the magic forest !!

OBJECTIVES

1. Practise the routines language.
2. Via Greenman's new words, introduce the children the vocabulary about the elements on a playground.
3. To present and practise the numbers 1-.
4. To understand and enjoy the story of this unit, the story song, chants and class songs.
5. To Identify and contrast the concepts up / down.
6. To Recognize the importance of exercising to stay healthy
7. To identify the main characters of the story.
8. To participate in the dramatization of the story and songs.
9. To answer using Total Physical Response techniques.
10. To develop the oral language.
11. To identify the sounds /i/, /o/, and its graphemes and images.
12. To identify words with /i/, /o/, sounds.

CONTENTS

Concepts

- Greetings
- Colours: red, blue, yellow, green, brown, orange and pink.
- Numbers: one, two, three, four.
- Vocabulary: sandpit, slide, seesaw, swing, bucket and spade.
- Phonics /i/, /o/
- Songs vocabulary: up / down. In, on.
- Active Structures: let`s play on the slide...
- Passive Structures: Look and stick. Trace. Point to. Sing the song. Draw. Point and say. Trace your hands. Review the sounds and letters. Circle. Point and say. Cut, fold and play. Where`s Greenman?

Procedures

- Identification of the colours: red, blue, yellow, green, brown, orange and pink.
- Identification of the numbers: one, two, three, four.

Greenman and the magic forest !!

- Understanding the routine vocabulary.
- Recognition and fulfilment of greetings.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "The honey game".
- Dramatization of the story "the honey game".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games in order to learn the value of being friendly.
- Understanding the importance of exercising to stay healthy.
- Development of an attitude of respect and care for nature and the natural environment
- Identifying and reproducing the sounds /i/, /o/
- Identifying the relation between grapheme-sound.

Attitudes

- 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 in it respecting the value worked.
2. Identifies the studied colours.
3. Identifies the numbers 1-4.
4. Knows the vocabulary and concepts worked. Playground
5. Knows the concepts worked.
6. Distinguishes between up and down.
7. Identifies and reproduce the sounds worked, understanding the relation between sound-grapheme.
8. Develops the oral language through song and dramatizations and performs

the correct actions.

FESTIVAL 1: HALLOWEEN

OBJECTIVES

- 1· To practise the routines language.
- 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 identify the sound /w/.
- 7· To answer using Total Physical Response techniques.
- 8· To make our own Halloween craft.

CONTENTS

Concepts

- Greetings
- Studied colours
- Numbers: 1-4.
- Halloween vocabulary: happy Halloween, truck or treat, pumpkin, ghost, witch, bat.

Procedures

- Identification of the studied colours.
- Identification of the numbers: 1-6.
- Understanding the routine vocabulary.
- 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

Greenman and the magic forest !!

- Curiosity in English language.
- Interest to participate in the activities and games.
- Respect for the class rules and partners.
- Curiosity in English culture (Halloween).

EVALUATION CRITERIA

- | |
|---|
| 1. Knows the vocabulary worked. |
| 2. Knows and enjoys with English culture: Halloween. |
| 3. Works in group properly. |
| 4. Understands and enjoys with the English Halloween tradition: truck or treat! |
| 5. Develops the oral language through song and performs the correct actions. |

5.4. REVIEW 1: AUTUMN FUN!

OBJECTIVES

- 9 · To practise the routines language.
- 10 · To answer using Total Physical Response techniques.
- 11 · To Review the key vocabulary of the two previous units: classroom objects and elements of a playground.
- 12 · To introduce vocabulary related to the autumn season

CONTENTS

Concepts

- Greetings
- Colours: black, orange, white, yellow, pink, red, blue, green.
- Numbers: 1-4.
- Vocabulary unit 1 and 2.
- Autumn vocabulary: leaves, windy, rainy, fall down, brown

Procedures

- Identification of the colours: black, orange, white, yellow, pink, red, blue, green.
- Identification of the numbers: 1-4.
- 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.

EVALUATION CRITERIA

1. Knows new vocabulary about autumn
 2. Recognize and reproduce orally the vocabulary learned in the two previous units: classroom objects and elements of a playground.

5.5. UNIT 3: I`M HURT!

OBJECTIVES

1. Practises the routines language.
2. Learn six new words related to body parts.
3. To present and practise the numbers 1-5.
4. To review the studied colours.
5. To understand and enjoy the story of this unit, the story song, chants and class songs.
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 develop the oral language.
10. Identify and contrast the clean / dirty concepts.

11. Recognize the importance of being careful in some usual activities in children their age.
12. To identify the sounds /l/, and its graphemes and images.
13. To identify words with /l/, sounds.

CONTENTS

Concepts

- Greetings
- Colours: pink, grey, orange, brown, black, white, red, blue, yellow, green.
- Numbers: one, two, three, four, five.
- Vocabulary: arm, leg, hand, tummy, foot and finger.
- Recognition of the importance of personal care and healthy lifestyle habits, such as being careful in activities that can cause physical harm.
- Phonics /l/.
- Active Structures: can you move your...? What's the matter?
- Passive Structures: Trace; Colour; Stick; Sing; Look and trace; Number in order; Point to and say; Where's ...? Find and point; Write the number; Say and pretend; Draw yourself; Look and tick; Review the sounds and letters; Let's tidy up! Look and match.
- Clean and dirty. Careful. Hurt.

Procedures

- Identification of the studied colours.
- Identification of the numbers: one, two, three, four, five.
- Understanding the routine vocabulary.
- Recognition and fulfilment of greetings.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "I'm hurt".
- Dramatization of the story "I'm hurt".
- Recognition of the basic vocabulary of this unit.
- Identification of the studied concepts taking part in the different games and making miming actions.

- Carrying out the activities and games proposed for the unit in the Digital Forest and in the app.
- Identifying and reproducing the sounds /l/.
- Identifying the relation between grapheme-sound.

Attitudes

- Curiosity in healthy habits.
- 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.
- Development of an attitude of respect and care for nature and the natural environment

EVALUATION CRITERIA

1. Shows a positive attitude for the daily routines and participates in it respecting the value worked.
2. Identifies the studied colours.
3. Identifies the numbers 1-5.
4. Knows the vocabulary worked. Body parts
5. Knows the concepts worked.
6. Knows difference between clean and dirty.
7. Identifies and reproduce the sounds worked, understanding the relation between sound-grapheme.
8. Develops the oral language through song and dramatizations and performs the correct actions.

FESTIVAL 2: CHRISTMAS

OBJECTIVES

- 1 • To practise the routines language.
- 2 • To show and practise new words about Christmas.

Greenman and the magic forest !!

- 3• To identify the main characters of Christmas.
- 4• To participate in the dramatization of Christmas story and songs.
- 5• To answer using Total Physical Response techniques.
- 6• To make our own Christmas craft.

CONTENTS

Concepts

- Greetings
- Studied colours.
- Numbers: 1-5.
- Christmas vocabulary: star, stocking, bell.
- Songs vocabulary: snowman, sky, ringing, night, gift, high, stocking, reindeer, father Christmas.

Procedures

- Identification of the studied colours.
- Identification of the numbers: 1-5.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Dramatization of the Christmas story and song.
- 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 (Christmas).

EVALUATION CRITERIA

- | |
|--|
| 1. Knows the vocabulary worked. |
| 2. Knows and enjoys with English culture: Christmas. |
| 3. Develops the oral language through song and dramatizations and performs |

the correct actions.

5.6. UNIT 4: IT'S TOO SMALL

OBJECTIVES

1. Practise the routines languages.
2. Via Greenman's new words, introduce the children to clothes word in English.
3. To present and practise the numbers 1-5.
4. To review the studied colours.
5. Discover the importance of recycle.
6. To understand and enjoy the story of this unit, the story song, chants and class songs.
7. To identify the main characters of the story.
8. To participate in the dramatization of the story and songs.
9. To answer using Total Physical Response techniques.
10. To develop the oral language.
11. To identify and contrast the concepts big /small.
12. To identify the sounds /u:/, /u/, and it graphemes and images.
13. To identify words with /u:/, /u/, sounds.

CONTENTS

Concepts

- o Greetings
- o Colours: pink, grey, orange, brown, black, white, red, blue, yellow, green.
- o Numbers: one, two, three, four, five.
- o Clothes vocabulary: hat, boots, coat, jumper, dress and trousers.
- o Phonics /u:/, /u/.
- o Big/small
- o Review: clean, dirty: good- naughty.
- o Active Structures: Put on your (boots).Take off your...

- Passive Structures: *Look and stick; Colour the...; Sing; Look and tick; Where's...? ; Find and point; Look and circle; Look and match; Point to and say; Draw; Review the sounds and letters; Match and circle; Point and say.*

Procedures

- Identification of the studied colours.
- Identification of the numbers: one, two, three, four, five.
- Understanding the routine vocabulary.
- Recognition and fulfilment of greetings.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "It's too small".
- Dramatization of the story "It's too small".
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games in order to learn the value of being patient.
- Identification of different types of recycle.
- Identification of the studied concepts, taking part in the different games and making miming actions.
- Identifying and reproducing the sounds /u:/, /u/.
- Identifying the relation between grapheme-sound.

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 in it respecting the value worked.
2. Identifies the studied colours.

- | |
|---|
| 3. Identifies the numbers 1-5 |
| 4. Knows the vocabulary worked. Clothes. |
| 5. Knows the concepts worked. |
| 6. Knows how to recycle. |
| 7. Identifies and reproduce the sounds worked, understanding the relation between sound-grapheme. |
| 8. Develops the oral language through song and dramatizations and performs the correct actions. |

5.7. REVIEW 2: WINTER FUN!

OBJECTIVES

1. Practise the routines language.
2. To Review the key vocabulary of the two previous units: body parts and clothing.
3. To Introduce the vocabulary related to the winter season

CONTENTS

Concepts

- o Greetings
- o Colours: pink, grey, orange, brown, black, white, red, blue, yellow, green.
- o Numbers: one, two, three, four, five.
- o Body parts and clothing vocabulary
- o Winter vocabulary.
- o Active Structures: can you move your...? Put on your... take off your...
- o Passive Structures: *Look and stick*; Find and circle. Sing the song. Look and match. Circle. Colour. Number in order. Point and say. Look and match.
- o Clean - dirty; big-small; good- naughty.

Procedures

- o Identification of the colours: pink, grey, orange, brown, black, white, red, blue, yellow, green.

- Identification of the numbers: one, two, three, four, five.
- Understanding the routine vocabulary.
- Recognition and fulfilment of greetings.
- Listening and understanding songs, chants, instructions and sounds.
- Recognition of the basic vocabulary of this unit.
- Participation in the activities and games in order to learn the value of teamwork.
- Understanding the bird life cycle.
- Identification: clean-dirty; big-small; good - naughty 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.

EVALUATION CRITERIA

- | |
|---|
| 1. Shows a positive attitude for the daily routines and participates in it respecting the value worked. |
| 2. Identifies the studied colours. |
| 3. Identifies the numbers 1-5. |
| 4. Knows the winter vocabulary. |
| 5. Match images with the new vocabulary acquired in the two previous units. |
| 6. Develops the oral language through song and dramatizations and performs the correct actions. |

5.8. UNIT 5: CAN I HELP YOU?

OBJECTIVES

1. To review the studied colours.

Greenman and the magic forest !!

2. Learn six new words related to farm animals.
3. Review the numbers from 1 to 5.
4. Listen to a story from the Big Book and answer basic comprehension questions.
5. Identify and contrast the strong / weak concepts.
6. Recognize the importance of having self-confidence.
7. Practice the sounds / ʃ / and / i: /.
8. To understand and enjoy the story of this unit, the story song, chants and class songs.
9. To identify the main characters of the story.
10. To participate in the dramatization of the story and songs.
11. To answer using Total Physical Response techniques.
12. To develop the oral language.

CONTENTS

Concepts

- Greetings
- Colours: pink, grey, orange, brown, black, white, red, blue, yellow, green.
- Numbers: one, two, three, four, five.
- Phonics /ʃ/ y /i:/
- Vocabulary: horse, cow, sheep, hen, pig, rabbit. Weather, shapes, colours, good / naughty, clean / dirty, big / small, hedgehog
- Active Structures: Have you got (strong) (legs)? No, I haven't. Yes, I have. Can you (fly)? Yes, I can. No, I can't
- Passive Structures: *Look and stick; Point to.; Colour the...; Sing the song; Look at the pictures; Point and say Yes or No. Find and point; Look and circle.*

Procedures

- Identification of the studied colours.
- Identification of the numbers: one, two, three, four, five.
- Understanding the routine vocabulary.
- Recognition and fulfilment of greetings.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story.
- Recognition of the basic vocabulary of this unit.

- Participation in the activities and games in order to learn the value of being kind to others.
- Taking care of a plant in order to learn about it growing.
- Identifying the differences between weak and strong.
- Identification of the studied concepts, taking part in the different games and making miming actions.
- Identifying and reproducing the sounds /ʃ/ y /i:/
- Identifying the relation between grapheme-sound.

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 in it respecting the value worked.
2. Identifies the studied colours.
3. Identifies the numbers 1-5.
4. Knows the vocabulary worked. Farm animals.
5. Knows the concepts worked.
6. Knows the difference between strong and weak
7. Identifies and reproduce the sounds worked, understanding the relation between sound-grapheme.
8. Develops the oral language through song and dramatizations and performs the correct actions.

FESTIVAL 3: EASTER AND CARNIVAL

OBJECTIVES

Greenman and the magic forest !!

- 1• To practises the routines language.
- 2• To show and practise the new vocabulary about Easter and carnival.
- 3• To identify the main characters of Easter and Carnival.
- 4• To participate in the dramatization of Easter and carnival story and songs.
- 5• To answer using Total Physical Response techniques.
- 6• To make our own Easter craft and carnival costume.

CONTENTS

Concepts

- Greetings
- Studied colours.
- Numbers: 1- 5.
- Easter vocabulary: happy Easter, basket, flower, eggs, chocolate, rabbit, chick.
- Carnival vocabulary: costume, trick or treat, queen, ducks.

Procedures

- Identification of the studied colours.
- Identification of the numbers: 1-5.
- Understanding the routine vocabulary.
- Communication with partners and teacher.
- Listening and understanding songs.
- 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.
- Curiosity in English culture (Easter and carnival).

EVALUATION CRITERIA

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

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

UNIT 6: THE SUMMER

OBJECTIVES

1. Practise the routines language.
2. Learn six new words related to food.
3. Review the numbers from 1 to 6.
4. Listen and sing a song.
5. Listen to a story from the Big Book and answer basic comprehension questions.
6. Identify and contrast the concepts hungry / thirsty (being hungry / thirsty).
7. Recognize the importance of sharing what you have with others.
8. Practice the sounds / ks / and / ŋ /.
9. Carry out the activities and games proposed for the unit in the Digital forest and on the web/app.
10. To identify the main characters of the story.
11. To participate in the dramatization of the story and songs.
12. To answer using Total Physical Response techniques.
13. To develop the oral language.
14. To explore the value of taking care of the environment and the animals that live there.
15. To review the studied concepts.

CONTENTS

Concepts

- o Greetings
- o Studied colours.
- o Review: Numbers 1-6, weather, shapes, colours, good / naughty, clean / dirty, big / small
- o Food vocabulary: eggs, potato, carrot, sausage, plum, juice.
- o Phonics / ks / and / ŋ /.

- Active Structures: Have you got any (carrots)? Can I have some (carrots)? I like sharing my (eggs)
- Passive Structures: Look and stick; Count and write the number; Point to and say; Repeat; Sing the song; Remember and circle; Find and point; Colour; Complete; Trace; Number in order; Show what you can do; Draw; Show your teacher; Review the sounds and letters; Find and circle.

Procedures

- Identification of the studied colours.
- Identification of the numbers: 1-6.
- Understanding the routine vocabulary.
- Recognition and fulfilment of greetings.
- Communication with partners and teacher.
- Listening and understanding songs, chants, instructions and sounds.
- Understanding the story "The Summer".
- Dramatization of the story "The summer".
- Recognition of the basic vocabulary of this unit.
- Recognize the concepts hungry / thirsty (being hungry / thirsty) and identify the importance of sharing with others what one owns.
- Participation in the activities and games in order to learn the value of taking care of the environment and the animals that live there.
- Identification of the studied concepts, taking part in the different games and making miming actions.
- Identifying and reproducing the sounds /ð/ and /θ/.
- Identifying the relation between grapheme-sound.

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 in it respecting the value worked.

2. Identifies the studied colours, and numbers 1-6.
3. Identifies the studied numbers 1-6.
4. Knows the vocabulary worked and uses it properly. Food.
5. Knows the concepts worked and uses it properly.
6. Knows the importance of sharing with others what one owns
7. Identifies and reproduce the sounds worked, understanding the relation between sound-grapheme.
8. Develops the oral language through song and dramatizations and performs the correct actions.

REVIEW 3: SPRING FUN ;

OBJECTIVES

1. Revise the key vocabulary of the two previous units: farm animals and food.
2. Introduce vocabulary related to the spring season.

CONTENTS

- o Spring: rainy, windy, sunny, flowers.
- o Review: previous vocabulary.
- o Structures: It`s rainy. It`s spring. Let`s look for a flower. What colour is the flower?

Procedures

- o identification of the characteristics of spring.
- o Listening and understanding songs, chants, instructions and sounds
- o Participation in the activities and games.
- o Recognizing the vocabulary about spring.

Attitudes

- o Interest to participate in the activities and games.
- o Respect for the class rules and partners.
- o Interest in performing actions associated to songs and story dramatizations

EVALUATION CRITERIA

1. Knows the vocabulary worked.

- | |
|---|
| 2. Works in group properly. |
| 3. Understands and enjoys with the English song of spring. |
| 4. Develops the oral language through song and dramatizations and performs the correct actions. |

REVIEW 4: SUMMER FUN ;

OBJECTIVES

1. Revise the key vocabulary of all the units.
2. Introduce vocabulary related to the summer season.

CONTENTS

- o Summer: holiday, summer, cool, beach.
- o Review: previous vocabulary.
- o Structures: It's hot, It's summer.

Procedures

- o identification of the characteristics of summer.
- o Listening and understanding songs, chants, instructions and sounds
- o Participation in the activities and games.
- o Recognizing the vocabulary about summer.

Attitudes

- o Interest to participate in the activities and games.
- o Respect for the class rules and partners.
- o Interest in performing actions associated to songs and story dramatizations

EVALUATION CRITERIA

- | |
|---|
| 1. Knows the vocabulary worked. |
| 2. Works in group properly. |
| 3. Understands and enjoys with the English song of summer. |
| 4. Develops the oral language through song and dramatizations and performs the correct actions. |

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, how are you? (Repeat) I'm good! I'm great! I'm wonderful!
(Repeat) Hello! Hello! Hello, how are you? (Repeat) I'm tired. I'm hungry. I'm not so good. (Repeat) Hello! Hello! Hello, how are you?

<https://youtu.be/tVlcKp3bWH8>

2 · My helper

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

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

a) Good morning song.

Greenman and the magic forest !!

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”

“Good morning, good morning. How are you today? Good morning, good morning. I'm happy let's play. Good morning, good morning. How are you today? Good morning, good morning. I'm happy let's play. Stretch up, stretch down. Spin your head, turn around. Move your shoulders, up and down. Stretch your arms and turn around. Good morning, good morning. How are you today? Good morning, good morning. I'm happy let's play. Good morning, good morning. How are you today? Good morning, good morning. I'm happy let's play. Yeah, let's play!”

<https://youtu.be/-0o79IMmAYE>

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.**

Greenman and the magic forest !!

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
come 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.

➤ **Months of the year (en 4 y 5 años)**

Now let's look the months of the year. Let's sing the song together.

*"January, February, March, and April, May, June, July and August, September,
October, November, December, these are the months of the year"*

So, Carlos (helper) what is the current month? / what month is now? He/she should say: The month is... (table, snap and clap)

Then we put the correct month on the calendar.

➤ **Date (en 4 y 5 años)**

The teacher says: if yesterday was second (for example), today is... (mientras se señala en el calendario)

Today is Tuesday the second of May.

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 shows 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.

- *Winter: do you know what happen in winter? In winter is very cold. We must wear a hat, a scarf, the gloves/mittens, a sweater, a coat/jacket, and the boots.*
- *Spring: do you know what happen in spring? In spring the flowers grow and smell very well. Also, the insect flies everywhere.*
- *Summer: do you know what happen in summer? In summer is hot, the sunshine 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. Teacher can ask: Is it rainy? Is it cloudy? Is it sunny? Is it snowy? Is it windy? They should answer saying: Yes, it is or No it isn't. And, is it hot? Or, is it cold? They should answer saying: it's hot/cold.

Teacher shows flashcards about the weather and the helper put the correct on the English wall.

Finally, we say, for example, *today the weather is rainy and cold.*

- TABLE (the weather) SNAP (is) CLAP [2] (rainy and cold).

e) Review colours, numbers, and shapes.

We use the posters of Greenman and the magic forest and we play some actions games, for example: point something blue, or, give me three pencils.

Teacher says: Do you have fingers? Show me your fingers. Yes well done. Ok let's count our fingers, come one let's sing the song:

"How many fingers do you have, one, two, three, four, five, six, seven, eight, nine, ten let's count them again, how many fingers do you have, one, two, three, four, five, six, seven, eight, nine, ten now this is the end"

Game: how many, how many, how many fingers I have?

Now I need one finger, only one. Let's recite: "Point to the ceiling point to the floor point to the window point to the door"

Well done!! Fantastic!! Perfect!! Give me five!!

f) Phonics Time

We review the studied sound, their sound, grapheme, and image. Also, we identify words for each sound.

MORE...

1. How do you feel today? How are you today?

How do you feel today? I feel... How are you today? I'm...

- Teacher asks to the helper: *how do you feel today? Or how are you today?*
Then the helper asks to another child.
- In order to do it, we can use the faces plates.
- Then we can sing together the song "If you are happy"

"If you are happy, happy, happy clap your hands (clap-clap), If you are happy, happy, happy clap your hands (clap-clap), If you are happy, happy, happy clap 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 exited- 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:

Greenman and the magic forest !!

- ✓ 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 Maria 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.*

- 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 Greenman?* Children should answer saying: *Greenman 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 play in the chairs and tables with the prepositions. Children are under the tables; children are on the chair; children are next to the chair...

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 in 4 and 5 years old)

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

Phonics games:

Greenman and the magic forest !!

- The colours team.

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 seg-menting”.

7. Goodbye and relaxing song

It is time to say goodbye. Song goodbye.

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”.