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THE DUAL ROLE OF AN INFANT EDUCATION AND ENGLISH TEACHER: ASPECTS TO CONSIDER TO CREATE A PROJECT FOR THREE-YEAR-OLD CHILDREN

EL DOBLE PAPEL COMO TUTORA DE AULA EN EDUCACIÓN INFANTIL Y ESPECIALISTA EN INGLÉS: ASPECTOS A CONSIDERAR AL CREAR UN PROYECTO PARA ALUMNADO DE TRES AÑOS

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RESUMEN

Teniendo en cuenta que la importancia de aprender idiomas va en aumento, es necesario asumir un nuevo rol en las aulas, de manera que debemos desarrollar el papel de tutora de aula al mismo tiempo que el de especialista en inglés. Además, este tema forma parte de la innovación educativa puesto que el rol del inglés también está cambiando; el enfoque ya no se debe centrar únicamente en una iniciación al idioma, sino en enseñarlo al mismo tiempo que se utiliza como medio para abordar el currículo.

Para llevar a cabo esta nueva responsabilidad, debemos introducir en el aula proyectos basados en el currículo integrado. Para conseguir este enfoque, hay que analizar diferentes aspectos a tener en cuenta al programar. Además, estas planificaciones se tienen que realizar teniendo en cuenta, especialmente, el grupo concreto con el que se va a trabajar.

Palabras clave: currículo integrado, doble rol, adquisición del nuevo idioma, características del alumnado, metodologías, recursos, organización del aula, y evaluación.

ABSTRACT

Taking into account the increasing importance of learning languages nowadays, the society has created the need of assuming a new role; so we must develop a double one as Infant Education and English teachers. Moreover, this topic is part of educational innovation as the target language is also used as a mean to teach contents, so its role is changing, as well.

To develop this new responsibility, it must be carried out a new approach that consists in proposing projects using integrated curriculum. To reach this adjustment many aspects have to be analysed. In particular, these domains have to be evaluated in relation to the specific children group so as to adapt units to their age and characteristics.

Key words: integrated curriculum, dual role, second language acquisition, children's characteristics, methodologies, resources, classroom management, and assessment.

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1. INTRODUCTION

Finishing my degree in Infant Education with specialization in English foreign language, it must be chosen the topic which I desired to focus on to develop this final work.

Firstly, the dual role of an Infant Education and English teacher caught my attention, as this is an approach that is adjusting to the changes of society. This role is being transformed as English is not only taught as a language anymore; nowadays, it is also used to learn contents. In fact, there are many methodologies that support this new approach.

Along this period, keeping in mind that this work was about an integrated curriculum, I became interested in centring the topic on the age of three years old. This way, the most appropriate teaching would be investigated to adapt the syllabus to those children. Thus, as it is shown in this work, there is so much information that must be searched so as to adjust teaching to the children's level.

Then, this work arises so as to carry out a proposal that allows me to identify the way of working by which this dual role can be developed. As newcomers we have had the chance of getting familiar with this new approach at university and in the internship. Therefore, now it is the time to relate and analyse all that information taking it into account; so, in this work, particularly, a new project is going to be proposed in which the weak points are intended to improve.

2. OBJECTIVES

Once the topic has been chosen, a new question comes up: 'which aspects must be analysed so as to create a proposal using an integrated curriculum?'

Then, the following objectives were proposed:

- Get familiarized with the dual role of the teacher in CLIL methodology so as to identify the suitable resources and ways of working.

- Investigate the influence of the age of three years in order to recognize the most appropriate ways of planning the sessions.

- Analyse Project Work and Task-Based Learning in order to create a CLIL classroom.

- Identify in the starting project the aspects that must be improved, having into consideration a certain context.

- Create suggestions for improvement taking into account the analysis.

3. JUSTIFICATION

3.1. IMPORTANCE OF THIS WORK

The use of an integrated curriculum in Infant Education is necessary due to several reasons. First of all, it is in agreement with the main characteristic in this stage that is the comprehensive approach. In the decree 122/2007 of Castilla y León (2007) this idea is supported as it is said that the areas must be understood with a global criteria and as dependent on each other, and they will be carried out using global activities which must be significant for children.[1]

The English/Spanish Infant Integrated Curriculum (2000)[2] establishes a key objective that a newcomer, who wants to carry out the integrated curriculum, should intend to reach: "to promote the acquisition and learning of both languages through an integrated content based curriculum." In addition to this, carrying out integrated curriculum not only requires developing the same topic in Spanish and English lessons; the second language must be taught by a natural way so it should be used along the morning meaningfully, for example for giving some instructions like 'sit down'.

As an idea that is supported along the entire work, this new role introduces children in the second acquisition language in a natural way. In fact, in the Integrated Curriculum document it is supported this idea: "as teachers use English in a natural way, children are not just learning lists of vocabulary, but learning to understand and use language in a meaningful context."

Moreover, methodologies that support this method proposes activities in which children enjoy the lessons, while they are introduced in the target language, so they are learning it in a positive way and, at the same time, they are developing a positive attitude towards the language. This idea has to do with what is established in the decree

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[1] "Las áreas deberán concebirse con un criterio de globalidad y de mutua dependencia, y se abordarán por medio de actividades globalizadas que tengan interés y significado para los niños." (Consulted from: http://www.educa.jcyl.es/es/curriculo/curriculo-segundo-ciclo-educacion-infantil)

[2] This document is officially included in Spain in the year 2000 in BOE 02/05/2000

1630/2006 (L.O.E.)[3] as it explains that work methods will be based on the experiences, activities and games and they will be carried out in a fondness and familiar atmosphere so as to strengthen their self-esteem and social inclusion.[4]

Furthermore, the society is unfolding as the world is becoming more global so schools must be adjusted to these changes. What's more, the ability to communicate in other languages is an indispensable condition for us all as citizens.

Besides, especially, three-year-old children are still learning to communicate in their mother tongue; what they make by associating the information. In fact, as I observed using the same strategies when learning both languages; it is demonstrated that, at this age, they are able to acquire a second language. For example, children follow an instruction making it meaningfully by associating what they have to do with the order.

3.2. CONNECTION BETWEEN THE PROPOSAL AND COMPETENCES OF THE DEGREE

The guide of this TFG explains the fundamental objective of the degree which is: to train professionals who have the ability to give a direct educational assistance to children from the first cycle of Infant Education so as to elaborate and check the teaching proposal that is referred in the Article 14 of the Organic Educational Law 2/2006, to provide the second cycle of Infant Education.[5]

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[3] This is the decree in which it is published the educational law L.O.E. However, the current one is L.O.M.C.E. in which no changes are establishes in relation to infant education stage. This is the reason why L.O.E. is included in this document, as that quote was created in it.

[4] "Los métodos de trabajo en ambos ciclos se basarán en las experiencias, las actividades y el juego y se aplicarán en un ambiente de afecto y confianza, para potenciar su autoestima e integración social." (Consulted from: https://www.boe.es/boe/dias/2007/01/04/pdfs/A00474-00482.pdf)

[5] "El objetivo fundamental del título es formar profesionales con capacidad para la atención educativa directa a los niños y niñas del primer ciclo de educación infantil y para la elaboración y seguimiento de la propuesta pedagógica a la que hace referencia el artículo 14 de la Ley Orgánica 2/2006, de 3 de mayo, de Educación y para impartir el segundo ciclo de educación infantil." (Consulted from: http://educacionpalencia.es/wp-content/uploads/2016/02/Gu%C3%ADa-TFG-educacion-2014-15_OK.pdf)

Moreover, it is highlighted a key objective related to the new approach of bilingualism which an Infant Education must achieve to develop this dual role: the objective of the degree to carry out the job as an Infant Education teacher consists in the suitable ability to face the Educational System challenges and to adapt the teaching to the new formative needs developing her functions taking into account the collaboration and team work[6]. Thus, as it has been said before, a teacher must adapt to the society changes.

Apart from this, other educational objectives of the degree are the following ones:

- Analyse the context and plan the teaching activity appropriately.[7]
- Make an educational assessment about learning.[8]
- Develop curricula documents which are adjusted to children's needs and characteristics.[9]

The previous goals are related to the specific ones that have been stated at the beginning of the document.

The competences of the Infant Education degree which are considered in the decree ECI/3854/2007 and that are connected with this work - as they are especially relevant in the age of three years old - are the following ones:

- Ability to be able to foster the habits acquisition related to autonomy, liberty, curiosity, observation, experimentation, imitation, rules agreement and symbolic game.[10]

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[6] "Es objetivo del título lograr en estos profesionales, habilitados para el ejercicio de la profesión regulada de Maestro en Educación Infantil, la capacitación adecuada para afrontar los retos del sistema educativo y adaptar las enseñanzas a las nuevas necesidades formativas y para realizar sus funciones bajo el principio de colaboración y trabajo en equipo."

[7] "Analizar el contexto y planificar adecuadamente la acción educativa."

[8] "Realizar una evaluación formativa de los aprendizajes."

[9] "Elaborar documentos curriculares adaptados a las necesidades y características de los alumnos."

[10] "Capacidad para saber promover la adquisición de hábitos en torno a la autonomía, la libertad, la curiosidad, la observación, la experimentación, la imitación, la aceptación de normas y de límites, el juego simbólico y heurístico." (Consulted from: http://www.uva.es/export/sites/uva/2.docencia/2.01.grados/2.01.02.ofertaformativagrados/_documentos/edinfpa_competencias.pdf

- Be able to make use of games as a playful resource, as well as design learning activities based on fun foundations.[11]

In this document it is also included an objective related to the elaboration of the TFG which highlights the importance of the teaching activity assessment: to participate in the teaching activity and learn to know how to act, reflecting on the experience from the implementation, considering the view of innovating and improving this work.[12] Therefore, the idea of proposing suggestions for improvement, as it is made in this TFG, is supported.

As for the objectives that are related to the specialization in English, these ones are connected with this work:

- Design, elaborate and assess didactic proposals that use promotion of reading and dramatization in the English acquisition approach in Infant Education.[13]
- Get to know multilingualism and multiculturalism in the design of CLIL programmes in Infant Education.[14]
- Get to familiarize with the methodological trends in second languages teaching and their application to English learning in the different levels that are established in the curriculum.[15]

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[11] "Ser capaces de utilizar el juego como recurso didáctico, así como diseñar actividades de aprendizaje basadas en principios lúdicos."

[12] "Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica, con la perspectiva de innovar y mejorar la labor docente."

[13] "Diseñar, elaborar y evaluar propuestas didácticas que utilicen la animación a la lectura y la dramatización en la aproximación al inglés en Educación Infantil."

[14] "Conocer los fundamentos del plurilingüismo y del pluriculturalismo en el diseño de programas Bilingües CLIL en Educación Infantil."

[15] "Conocer las principales corrientes metodológicas de la enseñanza de lenguas extranjeras y su aplicación al aprendizaje del inglés en los distintos niveles establecidos en el currículo."

4. THEORETICAL FOUNDATION

4.1. CONTENT AND LANGUAGE INTEGRATED LEARNING[16]

"The term Content and Language Integrated Learning means that there should be an integrated focus on learning both on content and second/foreign languages". (Llinares, Morton and Whittaker, 2012, p.187)

To complete this part, a question must be answered: 'which way of working must be used to apply integrated curriculum?'

As it has been referred to in the introduction, during my internship, CLIL methodology was carried out the first time as a newcomer teacher. Working as the method establishes, it is highlighted the need of ensuring that content and language are not taught separately; in a CLIL programme children are going to learn content through language and language through contents rather than learning the language separately from the content. (Llinares et al., 2012).

Thus, the main aspect in a CLIL classroom consists in relating content-based knowledge and skills with the linguistic competences needed for learning. (Llinares et al., 2012). This means that the focus is on learning by topics, through which children will develop the linguistic competence as language learning is intrinsic in this approach; it works like a mean by which the content is learnt.

Along these lines, Haynes (2007) also refers to connecting languages explaining another concept that is generally accepted in the field of second-language acquisition that is Cummins's Common Underlying Proficiency (CUP) theory. This model shows the relationship between native language and second language. Cummins (quoted by Haynes, 2007) says: "concepts are most readily developed in the first language and, once developed, are accessible through the second language." (p. 22). This theory shows the importance of broaching topics which children are familiar to. However, this statement must not be understood as a translation between languages; it means that both English and Spanish lessons must broach the same part of the Infant curriculum.

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[16] From now on CLIL

Llinares et al. (2012) explain the theories that form an overall sociocultural perspective; they must be considered as the framework for CLIL teachers.

Therefore, a new question arises: 'which is the role of the new language?'

They are shown in the following figure: a social-semiotic theory of language as meaning-making activity (SFL), a Vygotskian theory of learning in social interaction, and a view of second language acquisition or development which gives due importance to its socially situated nature.
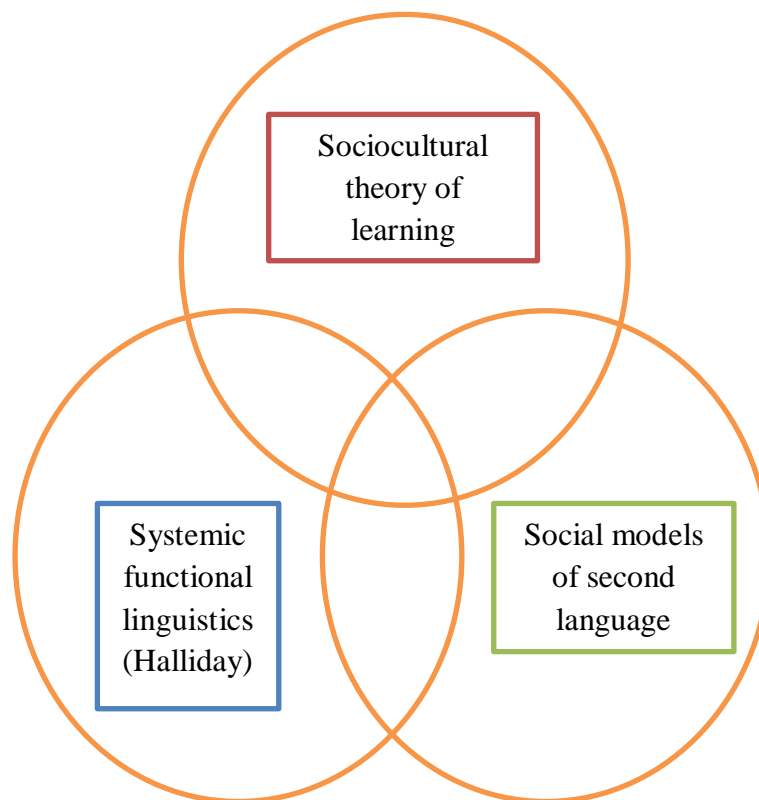
Diagram: Three overlapping theoretical perspectives on CLIL[17]

As the previous quote states, these are sociocultural theories. Therefore, they support the idea that children are learning languages at the same time they are working together, interacting, and taking part of group work. In fact, this idea is supported in the following statement:

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[17] This diagram is proposed by Llinares et al. (2012) in *The roles of languages in CLIL* (p. 13).

Both Vygotsky and SFL see language and learning as social processes. In SFL, language use is shaped by what kind of activity we are doing and who we are doing it with, and for Vygotsky, such language use with others is the essential mediating tool in our cognitive development. In other words, it is by using language to participate in relevant educational experiences with more competent others that we develop our cognitive abilities. (Llinares et al., 2012, p. 11).

Therefore, we can conclude that language has an essential role in learning processes. In fact, I have observed how these theories work in the second acquisition language development; keeping in mind that children are ready to learn languages as the same procedure is used, it is important to observe how they are making meaning to the situations in which they interact with the teacher, with their classmates, with a puppet or whoever.

In short, in order to achieve that children build these processes, some factors must be taken into account, such as the following ones:

- Familiar topics, as it has been referred before.
- It is also important to provide a comfortable atmosphere; a place where many lessons are held. "The key is to make ELLs feel welcome and comfortable so that their affective filter does not impede their learning." (Haynes, 2007, p. 8).

4.2. THREE-YEAR-OLD CHILDREN

The importance of learning languages at early ages:

In relation to the way through which children become familiar to a new language, as it has just been said, Krashen[18] (quoted by Haynes, 2007) makes an important distinction between language acquisition and language learning saying that: "children acquire a second language through a subconscious process during which they are unaware of grammatical rules. This process is similar to how they acquire their first language. To acquire language, the learner needs a source of natural communication."

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[18] 1988

Therefore, we must teach the second language in a natural way so that children learn it enjoying the sessions, and at the same time, developing a positive attitude towards the language, as it was said previously. A key aspect to consider is that children are ready to learn languages at this age because their neuronal connections are still developing.

In fact, the first and main form to teach in a natural way is by routines, which defines the social language. There are some formulaic phrases and simple exchanges that can be taught for various social occasions, such as greetings, introductions, saying good-bye and leaving. (Willis, 1900, p. 125). It is important to say, as it has been observed in the internship period, that the use of puppets[19] is appropriated to teach the social language.

Haynes (2007) also agrees with the importance of interacting at early ages explaining another reason:

> Children under the age of 8 may outperform adults in the areas of social language and pronunciation because they usually have more occasions to interact socially. The requirements for communication are lower for younger students because they have less language to learn when they interact in a school setting with their peers. (p. 7)

Therefore, the previous statement is another proof to support the idea of interacting at early ages, as it was said in the previous part. In short, through the previous statements we come to the conclusion that children must be provided significant and familiar situations in which they interact, not matter grammatical rules; giving importance to the opportunities to participate.

The Silent Period

The previous communication skills are related to a certain stage: the Silent Period that Haynes (2007) refers to:

> Most new English language learners will go through a silent period during which they are unable or unwilling to communicate orally in the new language. This

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[19] This resource is going to be explained later.

silent behavior does not mean that students are not learning; however, it may be that they are not ready to speak. (p. 9).

Willis (1996) also gives an advice that has to do with this stage. She explains that children will begin to acquire the language naturally as they are engaged in the activities, so it doesn't matter if they are silent or continue to speak their mother tongue. Moreover, our role consists in encouraging all attempts to use the target language as they are moving gradually from the mother tongue, as it is a common characteristic in their age.

This theory is shown in the Linguistic Project of the School[20] where my internship period was developed, so it is necessary to take it into account when programming the lessons. So, the main idea is clear; their participation must be encouraged, no matter if they use their mother-tongue or the second language; when they are giving a response – physical or in both languages – they are giving a meaning to the situation, which is the goal which is planned.

Another important aspect related to the previous idea must be considered. Haynes (2007) explains that the child's personality in this period can also influence as if the child is shy or self-conscious, he or she may be reluctant to speak. Therefore, ELLs[21] should not be forced to speak before they are ready.

Classroom management

As for this aspect, we have to look for the most appropriate way of grouping. González (2014), who describes different aspects related to 'Project Work' methodology, explains that working with small groups allows the teacher to control the whole class better. Along my internship, this aspect has gained relevance, as it is a key one to arrange the lessons; it has been observed that this way is the most appropriate one.

What's more, Haynes (2007) explains the positive consequence of working like this: "if the teacher provides hands-on activities and encourages students to interact in small groups, ELLs will be able to participate in the classroom sooner and be more confident

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[20] 'Proyecto Lingüístico de Centro'

[21] 'English Language Learners'

about speaking with their peers." (p. 9). Therefore, the organization in small groups is in agreement with the goal of making children be comfortable when they are participating.

Moreover, this type of grouping has to be mixed. Willis (1996) recalls the fact that in many class groups there will be some learners who know more of the target language than others. This is because some are just better at remembering than others; some try, some don't.

Therefore, in a classroom we have to take advantage of the mixed levels of the pupils. Mixed levels are a positive way of grouping as children can learn from their classmates by working together - hearing them - and then, imitating them. "In mixed level pairs of groups, weaker students can benefit by hearing what better students say, and better students too, improve, through having to paraphrase, and explain." (Willis, 1996, p. 47).

Along these lines of learning by listening to their classmates and teacher, Krashen (quoted by Haynes, 2007) suggests that English language learners acquire language by hearing and understanding messages that are slightly above their current English language level.

This way, a good advice for newcomers that Willis (1996) gives, consists in asking a good student to do the task; or asking a pair of good students to do a similar task while the others watch. This technique of making a previous example of the task is highly useful and indispensable; a puppet is also a tool to make an example. To schedule lessons using mixed levels, the teacher must be aware of the three developmental levels; thus, this analysis is made in the part related to classroom context.

Total Physical Response (TPR)[22]

Taking into account children's needs of movement and the Silent Period in which they are still, TPR methodology is considered in both Spanish and English lessons.

What is the meaning of TPR? Asher[23] (quoted by Krashen, 1987) gives a definition to this acronym: "Total Physical Response, or TPR, consists basically of obeying commands given by the instructor that involve an overt physical response." (p. 140).

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[22] From now on 'TPR'

This way, children are going to associate the language with the actions that they make. "The total physical response required of the student is, in effect, a manifestation of his comprehension of the teacher's utterance." (Krashen, 1987, p. 141). Using this method, children are going to give meaning to the situations in which they participate; so this meaning-making is intended to reach, as it was said before, so that language is introduced as a way to teach content.

Krashen (1987) explains that the use of TPR insures the active participation of students, helps the teacher know when utterances are understood, and also provides contexts to help students understand the language they hear. Therefore, making use of this method, we are going to realise if children understand the lesson, so it can become a tool of assessment; in the internship period these evidences have become important as these dynamics are a great moment when teachers must observe their understanding, and, at the same time children's need of movement are considered, so they enjoy and want to participate in lessons.

In fact, three-year-old children love this methodology because it catches their attention. Krashen (1987) says that the novelty and freshness of the TPR technique probably does a great deal to make the class experience interesting. Moreover, its introduction is suitable as all children have a place in this way of working because it is adapted to their level; it also makes children develop their ability to wait for their turn as they realise about the fact that their participation is important and necessary in a task. In fact, this idea was also demonstrated in my internship as it was observed how children noticed that they must obey the rules to achieve their turn in an activity.

As it was said before, some techniques from TPR methodology are a suitable methodology to use with three-year-old children because it adjusts to the Silent Period as children take part of the lesson with a physical response. Krashen (1987) refers to this question explaining the advantage of using it as TPR makes one very important contribution to lowering student anxiety: students are not asked to produce in the second language until they themselves decide they are ready. Thus, this methodology is used in Infant Education stage; but, above all, in three years old as their characteristics are respected and considered when planning lessons.

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[23] 1977

4.3. 'PROJECT WORK'

Some principles from this methodology are considered to schedule the project that will be explained later.

González (2014) explains that 'Project Work' is based on constructivism. These theories consider that children already have a previous knowledge on which they will build the new one.[24] This way, significant learning is produced. Therefore, an important feature that we have to take into account is considering those previous experiences when we are planning. What's more, when a project is being developed, previous knowledge must be recalled in order to contextualize new situations in which children are introduced.

Another idea that must be considered is the one proposed by Harris and Katz (2011):

> Projects provide experiences that involve students intellectually to a greater degree than the experiences that come from teacher-prepared units or themes. It is the children's initiative, involvement, and relative control over their own activities and participation in what is accomplished that distinguish projects from units or themes. (p. 3).

Therefore, we have to make adjustments between the units that we have prepared before and their interests, so we create a new mixed one. However, especially in the three years old class we must set the contents previously adapting them to their interests.

Furthermore, another point that this methodology supports and that must be considered is parents' collaboration. As it is shown in the annexes in which I include projects in detail, some tasks are complemented thanks to parents' participation.

4.4. TASK-BASED LEARNING[25]

The main feature of this methodology is the use of a task, so it is necessary to explain the meaning of this word. Willis (1996) defines a task as "an activity where the target

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[24] "El trabajo por proyectos tiene su base histórica en el constructivismo. Las teorías constructivistas consideran que el alumno ya posee conocimientos propios sobre los que construirá los nuevos."

[25] From now on TBL

language is used by the learner for a communicative goal in order to achieve an outcome." (p. 23).

The CEFR[26] (2001) defines them as: "tasks are a feature of everyday life in the personal, public, educational or occupational domains." Therefore, this means that tasks prepare children for the real life. Moreover, children must participate in tasks which are familiar for them, so that they think what they must do; this has to do with the importance of including role-playings, as they may recognise the situations.

As a newcomer who is thinking how to plan a project considering this methodology, a question comes up: 'which steps do we have to follow?'

The CEFR also explains this way of working: "a particular task may involve a greater or lesser number of steps or embedded sub-tasks and consequently the boundaries of any one task may be difficult to define." So, this methodology consists in arranging a final task; children will be able to develop that task by taking part of other previous subtasks which are the division of the large one. Moreover, the three developmental levels must be taken into account, as some expectations will be supposed relating them with what each pupil will be able to do.

In this document, it is also said that to make a suitable preparatory phase we must provide necessary background knowledge, activate schematic knowledge and provide contextual assistance using clues such as visuals.[27] Therefore, 'Project Work' method is related to this one as both support the idea of providing a significant learning.

In this methodology, children usually take part by imitating some actions. As Willis (1996) says, in task-based learning, students learn by doing; the learning is part of the task itself. In the CEFR it is also explained the level of the instructions: uncomplicated, relevant and sufficient task instructions lessen the possibility of confusion about task procedures and goals.

Willis (1996) also makes a difference between the TBL framework for beginners and the standard one saying that the first guide consists of sets of short tasks than one long one, so there will be a longer pre-task phase and a shorter task cycle. This point has

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[26] 'Common European Framework of Reference for Languages' is a document design by the Council of Europe.
[27] Visuals are a proper support, as it is explained later.

been proved putting into practise this methodology; as the final task works as a tool of assessment, children must have been trained in many sub-tasks so as to achieve the expectations that are scheduled.

What is the advantage of using tasks? Willis (1996) answers this question explaining that tasks provide opportunities for learners to listen to and participate in meaning-focused interactions from the very beginning, helping them to acquire the new language more naturally. It is also said that while learners are doing tasks, they are using language in a meaningful way. Thus, these ideas support the key one which it has been referred at the beginning of this work; the second language acquisition must be made in a natural way.

Along these lines, we must wonder about another aspect: 'what is the role of the language in this methodology?' Willis (1996) highlights the use of the language in tasks, in line with the previous features which CLIL establishes: "language then, is the vehicle for attaining task goals, but the emphasis is on meaning and communication, not on producing language forms correctly." (p. 25). So, this statement supports the idea of using language as a mean to learn content that was explained before, as well.

As a conclusion, Willis (1996) explains that a task-based approach encourages beginners because it values what learners can achieve no matter how little language they have. So, we have to look for the best resources and tasks so that children enjoy this approach and, at the same time, reach the objectives. Therefore, the most appropriate tasks are going to be explained in the following paragraphs.

Types of tasks

Willis (1996) states that tasks based on familiar words can be used from the start. Teacher-led tasks and activities only require learners to understand a series of instructions." This way, as I have referred before, we will use TPR to put into practise some of these following tasks which Willis (1996) proposes:[28]

- Role playing: they consist in games where students play roles; these ones can have an outcome.

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[28] She proposes others, but these ones are the most appropriate for three-year-old children.

- Guessing games: these can be based on pictures, flash cards, lists or real items in a container, which you do not reveal to learners until they have guessed correctly. The class guesses what you have got by asking questions. A clue in this task consists in saying the word in the target language if they have said it in the mother tongue.

- Listen-and-do activities: these include games that involve physical responses. Getting children to follow instruction sequences can be enjoyable especially if the end product is fun or satisfying.

- Storytelling: children love listening to stories. Each time they hear a story, they will understand a bit more, and words and phrases from it will become more and more familiar. Their involvement is heightening by getting them to join in; for example, they might mime all the actions they hear, which will help them to recognise the part that verbs play in a sentence.

- Listening to songs: miming the actions can be fun. Moreover, songs also contain a high proportion of common phrases.

Haynes (2007) also suggests some tasks which English language learners are able to handle:

- Follow simple directions that are accompanied by gestures.
- Answer low-level questions.
- Play uncomplicated games, particularly games that they play well in their native language.

Many of the previous tasks have been considered to plan the sessions during the internship period. It has been proved that they are fit to include them as the three developmental levels are considered because all children have the chance to participate.

The role of the teacher

As I have said before, the Infant Education teacher has a new role, as she is going to teach using an integrated curriculum. The previous statements in which I have explained the characteristics of three-year-old children must be taken into consideration as the basis of our lessons. Methodologies that have been explained before must be considered, as well.

In relation to the work that the teacher has to do, Willis (1996) suggests that one job of the course designer and teacher is to select topics and tasks that will motivate learners, engage their attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible.

Along these lines, another highly important aspect that 'Project Work' and TBL method supports is that we have to adjust the sessions to children's level. This way, we will take into account their previous learning. As Willis (1996) explains, the teacher has to help students recall and activate words and phrases that will be both useful during the task.

Moreover, we have to take into consideration that we must choose a small amount of vocabulary, which children already know, because if we don't do it, they are going to lose their attention. "In TBL lessons, the teacher is generally a 'facilitator', always keeping the key conditions for learning in mind. Facilitating learning involves balancing the amount of exposure and use of language, and ensuring they are both of suitable quality." (Willis, 1996, p. 40). Moreover, all the new vocabulary we teach must be supported so that children understand it by associations.

As Willis (1996) describes, the classroom interaction is made up of exchanges in which the teacher initiates, a student responds, and the teacher gives some feedback. Thus, children's participation is really important so that this exchange takes place. This way, to achieve a comprehensible output, we are going to paraphrase what they have said in English supporting it as it is going to be explained in the following part.

Haynes (2007) also supports this idea saying that English language learners need opportunities to practice language at their level of competency.

Support

So that children understand the task, we must not only consider their previous knowledge; it is also necessary to use visual support. Krashen describes the theory of Natural Approach explaining that one of its statements is to provide comprehensible input. Teachers who follow this method use realia, pictures and students' previous knowledge to make their speech comprehensible from the first day. Therefore as the teacher is working with comprehensible input, she must follow the support that is advised to use.

The way through which children communicate has to do with this aspect. Cummins[29] (quoted by Haynes, 2007) describes the way of communication of toddlers: "social language is the language of the playground. He calls this language Basic Interpersonal Communication Skills or BICS Newcomers have support for BICS because they can use gestures, objects, and pictures to help make the information comprehensible." (p. 15).

Therefore, it is clear the idea that shows the requirement of these resources as children are going to associate the speech with the support that is being used. It is also necessary to include the previous possible tasks that have been referred before.

We must consider what the CEFR establishes to plan our subtasks by means of making use of support; and that has to do with TBL method. In this document it is mentioned the provision of many aspects to accomplish the tasks; besides contents, goals and so on, an important one is the setting which must be created so as to make a significant context.

Non-verbal communication

Non-verbal communication must be used so that children understand the general sense that is what is required in order to participate in tasks.

As Willis (1996) explains, the specific aim of teacher talk is to get learners to tune in to the target language. It provides very useful exposure which learners can make sense of,

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[29] 1996

with the help of gestures and mime. The main idea that must be kept in mind is that they will not understand everything, but thanks to support and to this type of communication, they will catch the key message.

As it is shown in the CEFR, non-verbal communication is based on practical actions such as pointing, demonstration and clearly observable actions. Moreover, it includes paralinguistic as body language, extra-linguistic speech-sounds and prosodic qualities.

Willis (1996) also explains the way children follow the message:

> Learners need practice in identifying the main message-bearing words in the flow of speech. This involves recognising how spoken language is chunked, (each chunk is known as a tone unit), and hearing which word within each chunk carries the main stress. This stressed word, which usually has a falling tone or a fall-rise tone, will be the main message-bearing word, and the key to understanding the meaning of that chunk. So, instead of listening for sentences, learners should get used to listening for tone units and stressed words. If they do this, they will more able to cope with the flow of speech as the tone units and key words can help their comprehension. (p. 109)

Therefore, the variation of the tone and the pitch is important to catch children's attention as it has been proved in the internship period.

An important resource: the puppet

In relation with the previous part, the teacher changes her voice tone so as to imitate the puppet talking. This resource is explained along this work.

This resource has gained great importance in the internship period as children enjoy it and pay attention when it takes part of lessons.

As Sage (2004) explain in *Using puppets*[30] this resource provides a lot of advantages:

- They interact with the puppet, so it is proper to create tasks with this resource.
- They have the opportunity of teaching something to the character.

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[30] Sheila Sage is an Early Years Advisor who explain many features about puppets in the video '*using puppets*' that was watched in the following url: https://www.youtube.com/watch?v=C5Pc-KTD9aI

- Puppets also develop the same routines as children do.
- Children feel comfortable with this resource, as a puppet provides repetitive and familiar situations children predict what is going to happen.
- It is likely that it works with feelings as it expresses itself and asks children how they fell.

In short, children develop emotional and interpersonal intelligences, as the puppets become their friend so children have confident with this new character.

Moreover, as a newcomer teacher who has been using this resource in the internship period, it is important to highlight that teaching with this resource also makes you feel comfortable when carrying out the lessons as you realise that it is a right resource, above all in a three years old classroom.

5. METHODOLOGY

In my internship period, some steps were developed until an entire project was made. Firstly, I introduced some activities to complement some units that my mentor was carrying out. As the participation was increasing, the scheduled activities were adjusted to children's level taking into account their needs and interests so as to reach a significant learning.

As an Infant Education and English teacher, English has been used to introduce children in the second language acquisition in a significant way. Carrying out this role, this language has worked to give simple orders[31] to children so that they could be able to follow them in different situations along the morning.

To plan the lessons some principles from 'Project Work' methodology have been considered, and TBL methodology has also taken into account, as I have described before. These methodologies support CLIL work; the steps that I followed to programme a CLIL project are explained in the next part.

The first step consisted in establishing the goals and contents which children were introduced in both Spanish and English lessons.

After that, another key aspect to follow was planning a final task, according to TBL methodology. Once this part is made, the following one is to programme the subtasks. Then, to develop those tasks some resources are necessary, so it is essential to choose them. Afterwards, another important phase requires organizing the activities taking into account the ways of grouping considering mixed levels.

The final fundamental aspect to programme a CLIL project is establishing the assessment and the tools to develop this final part in a unit.

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[31] Some examples of these simple orders, which have been used, are: 'sit down', 'come here' and 'be quiet'

6. SYLLABUS PROPOSAL

6.1. INTRODUCTION

On the way to developing a project based on CLIL methodology, a unit about 'healthy food' was programmed, which will be explained later. Following the steps that have been described in the previous part, this project was created.

As a newcomer teacher, all these approaches were carried out in the internship period for the first time; consequently, there are many aspects that I would like to improve.

Therefore, in this 'TFG' I suggest some changes that will be clarified later. Thus, taking them into account a new unit is going to be proposed in which those weak points may be improved in my role as a teacher relating it with the theoretical foundation which I have explained before. To progress in those aspects, teachers' advices will be considered, as well as their ways of working in which my attention was focused, which are described later.

Carrying out this analysis, it is made an evaluation about the teaching practise so as to go over the self-assessment that is gaining great importance currently.

6.2. SCHOOL CONTEXT

The school where the internship period took place is a state one which it is not a bilingual section. In spite of this, considerable children's characteristics are taken into account in the School Linguistic Project; as it has been said before, the Silent Period is shown in this document as an essential aspect in the age of three years old.

Although the school is not introduced in CLIL methodology, there are some cultural aspects observed which demonstrate the effort of the teachers so that children be introduced in the second language acquisition, such as some displays in the classrooms, in the corridors, in the dining room and in bathrooms where you can read some sentences in English, such as 'brush your teeth'.

6.2.1. The three-year-old classroom

Classroom management: the teachers

The mentor and the English teacher work in a coordinate way so as to take on the same contents at the same time.

Along my internship period, above all at the beginning, I observe their ways of working.

The English teacher makes use of the TPR method; in fact, children are able to follow instructions thanks to the introduction this teacher already makes.

As for the mentor work, she takes TBL methodology, planning a final task in different projects. Moreover, an important aspect that has been highlighted in this method is the grouping; in this case, she gives great importance to working in small groups, as it was shown in the theoretical foundation. It is important to say that she plays a role as the English teacher, as well, as CLIL establishes, making children approach to the second language acquisition easier through using songs, giving instructions and so on.

Three-year-old children

The internship period was made in the three-year-old classroom. There were seventeen children; all of them were developing according to their age. Moreover, as the school is included in a rural context, children have great relationships as they interact outside the centre.

Along this time, some common interests which are typical in their age have been shown, such as loving role-playing; they improve their behaviour thanks to positive support; they enjoy dynamics as it is necessary to consider their kinaesthetic need; as their main characteristics which are important to keep in mind.

Although they have similarities, they are classified in three different groups considering their ages as they have several characteristics that depend on this aspect. In spite of this, some pupils are highlighted as they have a great development although they have been born at the end of the year.

As a newcomer teacher, this analysis is required so as to adjust lessons to the group of children; Bigas and Correig (2008) give importance to this aspect saying that the personality and cognitive-learning styles are the most studied aspects in the second acquisition language theories.[32]

In the first developmental level, the oldest children are included; some of them are already four years old. They participate more as they are able to express what they think. Moreover, they have the ability to memorize so they can take part of the feedback in the assembly; they also have the ability to reason, which is the goal in the feedback.

In the second level, there are some shy children included. However, these ones stand out as they also have a great memory so we should make them take part of the lessons. Some of them stand out due to their advanced curricular level.

In the third level, there are some children who must develop their interpersonal intelligence because they are still in the self-centred period as they are the youngest children in the group. Due to this fact, they belong still to the Silent Period so, especially, these ones will often use a physical response to participate in the lessons.

Classroom schedule: routines

As it is shown in the timetable[33], the first part in the day is the assembly. It is the moment when we introduce the day using 'good morning' song. Moreover, children do the register and arrange the day of the week.

Although in the internship it has not been included, in the new proposal it is introduced the routine of looking for the weather using another English song. This would be made taking advantage of the visual support that is a proper one, as it has been explained.

After that the main content of the day is presented in the assembly. Previously, a brief game, or song is usually made to pay attention to children's needs. Then the main activity is introduced. What's more, the main activity is often explained in a fun way,

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[32] "La personalidad y los estilos cognitivos y de aprendizaje son dos de los factores de diferenciación más estudiados en la adquisición de una segunda lengua"

[33] The timetable is included in the annex 6. In the annex 3 it is also included a template, as an example in which the schedule of a whole day is made.

for example including a role-playing, so as to mix their needs with the content of the day. In fact, this way has been used more frequently along the internship period as pleasant results were observed as children were enjoying it.

Later, an activity related to the previous explanation is made. In fact, as children must develop their social competence, group work has been managed instead of using individual sheets.

Afterwards, it is the time to eat the midmorning snack, so they must wash their hands previously. Making suggestions for improvement it is included a song for this routine called 'wash your hands'.

Subsequent to the break, it is usual to make a yoga session, which is usually related to the contents of the project.

When children play in corners, it is a suitable moment to work with small groups in some tasks which all of them are going to make.

To end the day, it is put in practise the school Reading Plan[34] using some 'linguistic games'. This resource has become a tool of assessment, as it will be detailed later. Moreover, these games work as rules to organize the end of the day. Finally, 'bye-bye song' is used in the farewell.

6.3. THE STARTING PROJECT 'CLOUD RESTAURANT'[35]

6.3.1. About the project

Planning this unit I decided to begin it from the 'traveller book' which children were creating about healthy food. Therefore, a significant learning could be reached as it started from their previous experiences; so 'Project Work' was taken into account as the unit was based on their interests. This way, the unit began with the introduction of a new character, a cook, who wanted to meet those children who were excellent cooks.

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[34] 'Plan de Lectura'. In this compulsory plan, there are proposed some interventions, such as 'linguistic games' to adjust it to the classroom curricula.

[35] The development of the lessons of this project is included in the annex 1. There are also attached the objectives, contents and expectations.

Moreover, children familiarized with other typical culture food so that they knew healthy food by learning to cook them; these receipts were introduced through the trips the cook was taking. Besides, as for their personal development, cooking all together children learnt to wait for their turns, as it is difficult for three-year-old children because they are still in a self-centred period.

Supporting why the decision of familiarizing children with other cultures was made, in the CEFR the intercultural competence is included as one which children must develop; to introduce it we must wonder what awareness of the target cultures the learner will need so as to develop an appropriate intercultural competence.[36]

Apart from this, these tasks allowed us to make role-playings representing the parts of the people who work in a restaurant. Therefore, TBL methodology was taking into consideration as it was planned a final task in which children imitated those parts; so, in the previous subtasks they will practise those ones.

A way of working which has gained importance in this project has been role-playing; as children play autonomously, what means that they love this type of game that is quite adjusted to their interests. In fact, Bigas and Correig (2008) explain that symbolic games support the representation of real situations through the dramatization and verbalization.

As for learning to classify food, as they had learnt the meaning of some signs in previous projects about 'vial education' and 'pregnancy', this classification was also used to arrange foodstuffs depending on if they were healthy or not; this activity was proposed as a game to play in corners.

In addition to the previous activities, there were others which were put in practise as my mentor had been considering them throughout the year, so we had to train the stage play and kept on doing the letters sheets. As well, there were held the Book's and Animal's Days and we counted on the collaboration of 'Fruits and Vegetables Programme'.

A key aspect to take into account in this project was the existence of no allergies to some food; fortunately, none of them was allergic to any food.

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[36] The intercultural competence is one of the learner's one which are included in the CEFR

6.3.2. Qualitative analysis

Resources[37]

Analysing the resources which were used I have realised that most of them were adapted to children's level.

First of all, the puppet is a suitable resource for three-year-old children as it has been referred before. However, in this case the cook has been used as a person who travels a lot, but the fact that children haven't developed spatial notions yet should have been considered. In fact, firstly, it was thought to include a map where children could identify different cultures, but it was quite abstract for them so it was removed.

As for the signs used for classifying the food, they were also an appropriate resource as their previous knowledge were considered. It was successful because children learnt to classify food, and, they were also developing a mathematical competence when making classifications.

About the menu in which children write and draw the receipts, it was also a convenient one as they enjoy the task because their receipts were included. As well, this resource allows working with small groups and mixed levels, as some children were in charge of drawing and others of writing; moreover, children wrote the letters which their names also include.

As for the literacy, it is quite important as the Reading Plan is considered. Books with a repetitive structure are a key resource as it is explained in the theoretical foundation. As well, the 'linguistic games' - such as poems, jokes, songs - are adjusted to their level and highly important in infant education as children will develop their memory.

Methodologies

This part is quite complex to analyse as some of them were developed successfully and others were not as successful.

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[37] The resources are included in the annex 5

As it is explained in the part of methodology, the steps, which were made to create the project, were more according to TBL methodology than to those ones which 'Project Work' establishes; anyway, these last ones are taken into account as children's previous knowledge are considered when planning the lessons, and because we have counted on a mum's collaboration.

As for TBL, the first time I planned, the results were weaker than expected, as I have planned some tasks that weren't subtasks. Due to this fact, it is necessary to plan in detail the final task in order to make the appropriate subtasks.

Timing and grouping

The grouping has a high influence on the timing as the control of the group affects the organization of the time.

To control the group, working in small groups provide a better organization; moreover, working this way, it is easier to work with children who belong to the third level; as it is usually more difficult for them to take part of the lesson working in the big group, as it is explained in the context.

Moreover, a weak point to improve was the length of activities; three-year-old children have a short concentration, so activities shouldn't last more than ten minutes, as they need to change the activity each short period of time. Along these lines, Willis (1996) explains: "Younger children do, however, have a shorter concentration span than teenagers and adults and need a greater variety of activities within one lesson to keep them interested." (p. 127). For this reason, we must provide different types of activities keeping their needs in mind.

Assessment

The daily assessment has been made using the key tool in infant education; the observation when they develop the programmed lessons. A more specific example is the focus on analysing how children play with the signs to arrange foodstuffs.

The final task, as TBL establishes, is the essential evidence in the project. In this case, the programmed activity allowed me to realise if children had reached the main goals of the unit.

Moreover, it was decided to make a previous activity to the final task in which they had to cook a healthy pizza, so making them questions I notice if they knew which foodstuffs were healthy; and, at the same time, works as a tool through which it is checked if the signs had been successful to learn it.

As for the self-assessment, as this dimension was quite difficult for me as a newcomer teacher to programme it; a tool came up along the project, so it was included at the end of the morning. It consisted in some 'linguistic games' which could be used to develop this part making children be introduced in feedback after each game verbalising some aspects about it; this way, they were introduced in 'learn to learn' competence.

6.4. SUGGESTIONS FOR IMPROVEMENT

6.4.1. About the new project[38]

This unit arises using a similar introduction to the one in the 'cloud restaurant' project. The 'traveller book' keeps on having great importance, so the main character of the classroom – the magician – is going to introduce children to his friends who want to meet them as they are great cooks.

Moreover, as the magician' friends are going to show us different food from their countries; each time we will make a receipt, we are going to verbalise the characteristics of foodstuffs, so they could learn geometric concepts, the use of our senses; because we barely did it in the other project.

The advantage of this type of activity is that children have the chance to experiment with food characteristics so they are going to verbalise them. Along these lines, Bigas and Correig (2008) explain that when children are familiarizing with the objects through action, linguistic information is added as the adult is giving it; this way, children

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[38] The development of the lessons this project is included in the annex 2. There are also attached the objectives, contents and expectations.

interiorize it. This way, in any moment they could separate it from the context and apply it to another situation. Thus, the thinking process is been built as the language is becoming thought.[39]

In addition to it, children will be able to develop the scientist competence. Children will be introduced in the time notion as the elaboration of a receipt includes the ingredients which represent the notion 'before' and the final result, the receipt, which represents the notion 'after'.

6.4.2. Qualitative analysis

Resources

In this new project there will been included some resources by which children could reach the goals, but some changes are made in order to improve the adjustment.

In fact, puppets will be used in a different way. As the magician Mathias was the main character in the classroom, he is going to make children meet their friends, who come from different countries. It is made like that because the term 'culture' is quite abstract and this is an appropriate way to avoid it; children are going to be introduced in meeting people from other cultures in a positive and attractive way, as well.

An activity that will be put in practise again is the classification of foodstuffs which children already know as they met it in the projects about 'vial education' and 'pregnancy'. Using it, we are going to relate it with the receipts from different countries; so, children are introduced in simple hypothesis so that they will know if a receipt is healthy analysing if its ingredients are good, as well.

The menu will also be done again as children enjoyed the task as it was significant for them when including their receipts.

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[39] "Al conocimiento sobre los objetos que el pequeño adquiere mediante la acción, se añade una información lingüística que el adulto proporciona; con ello se consigue que los niños y niñas interioricen y que en algún momento puedan independizarla de la acción o del objeto en concreto y aplicarla a otros objetos y situaciones y, más aún, evocarlos sólo con el lenguaje. De esta forma el lenguaje se convierte en pensamiento."

As for the lessons in which we use the digital whiteboard, children will play again to some games which work as a suitable introduction for the contents which we are going to present each week; moreover, it is a resource through which children's previous knowledge are checked, aspect which is so important to reach a significant learning as it has been referred previously.

Grouping and timing

As one key objective in infant education consists in developing a social competence, group work is going to be supported. Moreover, children who are three years old must develop the interpersonal intelligence, as it is the essential one in this age. This way, individual activities will be replaced by puzzles in which children are going to play together arranging sequences in a playful way.

It is supposed that in this new proposal, there will be more time available to do the tasks because letter sheets won't be done. For this reason, instead of two lessons, there will be three English lessons per week.

As for the activities' length, they are going to be more fun and will last about ten minutes, because it is the ideal one as it has been proved in the internship period, so that children maintain their attention.

Methodologies

As for the TBL methodology, it is going to be carried out by creating a final task similar to the one developed in the previous project because the menu is created again. Children are going to play the roles of waiters, customers and cooks in this final task: therefore, they will practise them in different subtasks. Taking into account the imitation of these parts, children are going to get used to using social language and rules; it is necessary to work this aspect so that they begin greeting people.[40]

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[40] The introduction to social language can be made using puppets.

About the 'Project Work' methodology, children are going to explain the role of each person, and other aspects related to diet, using a sheet with pictograms which they are going to elaborate at home with their parents' collaboration. Besides the roles of a restaurant they will also investigate about how we can take advantage of peals, so they are going to get familiarized with recycling.

Thus, as a teacher a key aspect of our work consists in making curricula adjustment; and a School Programme called 'Schools for the Sustainable Development'[41] will be adapted; so that it will be extended a content which I have already introduced in the starting project: the 'compost'.

Therefore, each small group of children are going to investigate something, taking into account children's mixed levels.

Assessment

As for the final task, a similar one will be made in this project. The role-playing will be mixed with the assessment activity that consisted in making a pizza adding healthy ingredients. As it was successful, it will be included it in the final task, so children are going to play, as well, the part of a cook making that receipt, as it is explained in the part of lessons.

Referring to the daily assessment, it will be made by giving children feedback in order to realise if they are reaching the goals. This way, it is developed using two ways; first of all, using 'linguistic games' in which some questions will be asked by the teacher in order to go over the contents; besides, some other dynamics will be included in which children play roles many times, so that the understanding of contents can be checked.

6.4.3. A new proposal for English lessons[42]

As it is proved in the starting project, the healthy diet topic is familiar to children and this is an advantage because they feel secure as it belongs to their habits.

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[41] 'Escuelas para la Sostenibilidad'

[42] The development of the lessons of this unit is included in the annex 4.

Bigas and Correig (2008) relate the language considering children's participation in habits and routines, explaining that the language is understood as it is the explanation of what's happening; so it is been contextualised and acquires a meaning thanks to the context.[43] Therefore, we have to plan units with topics that are significant for children.

In this unit about healthy food six sessions are going to be developed taking into account the integrated curriculum, CLIL methodology. As it is said previously, we used to have two sessions per week, but it is included one more because these lessons take thirty minutes that are always cut down due to children's needs and group organization.

So as to plan these sessions, it is considered children's previous knowledge, which are the following ones:

- Parts of the body
- Emotions
- Animals and ways of movement
- Colours

As in the starting project some aspects of TBL methodology must be improved because there were included too many resources without considering sub-tasks, some sub-tasks will be made adapting it to children's level and to the contents and goals which will be assess in the final task.

Moreover, keeping in mind that stories are a great resource to follow TBL method as they can be separated in subtasks, it will be used again. This time it is programmed a final task in which children are going to play roles to represent the story 'the gingerbread man'. This story is suitable for three years old as it has a repetitive structure, as the same situation is happening to the character. Relating to this aspect, Willis (1996) explains that children love hearing the same stories many times over, and don't get bored by repetition.

As for another resource which catches children's attention and agrees with their needs, it will also be used the song 'my favourite food' because its use was successful in the other project; in that case, the weak point consisted in the group organization. With this

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[43] "El lenguaje utilizado es comprendido porque no es más que la explicación de lo que está pasando; está muy contextualizado y adquiere sentido gracias al contexto".

resource, the final task will consist in a game in which children have to look for some food around the classroom. Moreover, this task provides support to the gingerbread man unit as children are going to practise actions such as 'eat'. In fact, in the CEFR this idea of using parallel tasks is described as it is said that carrying out this type of activities helps to create expectations and to activate prior knowledge.

Therefore, there are two different final tasks because three-year-old children have to change the activity each short period of time; idea which it was supported previously.

In short, considering the previous statements, there will be used other sub-tasks which are necessary to develop the role-playing in which I take into account children's previous experiences; this way, I use resources such as the 'parts of the body' song; Mathias puppet that is going to interact with children; and in the song about food I will include 'colours' and 'animals' as they have already practised to imitate animals.

7. CONCLUSIONS

Carrying out the first project and analysing it has allowed me to develop a new one in which I would like to improve those weak points, as it was said. However, the results of the new proposal are not shown as it has not been developed yet. Anyway, taking into account the analysis that has been made about different aspects to create a new proposal, I hope to develop it in a future so as to realise if the assessment that has been carried out would be successful.

As it was established at the beginning of this TFG, the main objective is to analyse the double role of a mentor and English teacher. Investigating different aspects in English lessons and in the ordinary ones, it is important to say that all the techniques that were required for each session provide useful ways of working in both lessons; I mean in those ones in which I develop the role of Infant Education teacher and in English sessions, as well.

Therefore, this main characteristic which CLIL establishes, as the teacher programmes using an integrated curriculum, becomes an advantage as the assessment that is made using integrated curriculum gives clues in all the whole teaching activity. For example, along these lines, a resource that is highlighted is the 'puppet'; as it was introduced in the classroom so as to support English songs for routines and it caught children's attention, I decided to take it for other lessons. The same happened with the repetitive structure that children loved; so it has been used in the ordinary lessons, as well.

As for the non-verbal communication, I placed great importance to this aspect, as it is known that in second language acquisition it is a key way of working. Therefore, as three-year-old children are still learning in their mother tongue it is also significant to use this type of communication in the ordinary lessons. In this field, it has been observed the Silent Period in which children are still; in fact, an outstanding example must be highlighted as one child was able to leave this stage as he asked a classmate for sitting down properly, imitating to the teacher; in this case, this child was the oldest one. Therefore, the Silent Period theory was proved with this example.

Besides, the previous statement supports the idea of adjusting lessons to children's level that is a key aspect to consider when planning. Developing this work, two

methodologies have been carried out so as to be in agreement with this idea: 'Project Work' and TBL support the goal of reaching a significant learning in any project.

About the classroom management, it was one of the weakest points in my teaching activity. In the internship period and through this document, many data and information have been taken into account to overcome this weakness. It is greatly relevant to keep in mind this aspect in connection to children's characteristics, so it is always necessary to make a group analysis and an assessment about the lessons because many times the mistakes consist in the group organization.

In short, this work has broached two topics that are highly important in the educational field. First of all, creating suggestions to improve a project requires the analysis of a starting one, so it is the assessment of the educational action, which is gaining great importance in the area of teaching innovation.

Moreover, another aspect that has to do with this innovation is the dual role that is beginning to become part of the schools; what is quite advantageous for children as they are taught in the second language in a more natural way, so they will create a positive attitude towards languages that are so relevant in the society which is continuously changing as it has been said at the beginning of this document.

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ANNEXES

ANNEX 1:

STARTING PROJECT: 'CLOUD RESTAURANT'

OBJECTIVES

- Identify the habits and daily routines which are good for our health.
- Develop behaviour rules which must be carried out in meals.
- Classify foodstuffs by those that are healthy and those ones that aren't.
- Recognise the benefits, which are obtained from animals and plants.
- Distinguish the origin of different foodstuffs.
- Familiarize with other cultures in a positive way.
- Identify and play the parts of the people who work at a restaurant.

CONTENTS

- Healthy habits related to hygiene, diet and rest.
- Benefits from plants and animals.
- Origin of food.
- Typical customs from other cultures.
- The restaurant.
- Behaviour rules and social language.

PRIOR LEARNING

- Signs in vial education.
- Pregnant mums' cares.
- Diet of animals.
- Looking after plants and animals.
- Healthy receipts.

EXPECTATIONS

All the end of this unit all the children must:

- Classify the foodstuffs depending on how healthy they are or not.
- Identify the people who work in a restaurant.
- Be curious about knowing other cultures and respect them.
- Take part in linguistic games as a source of learning.
- Use the social language to greet, thank… which regulate the behaviour.
- Show interest in playing with letters in significant words.
- Express their preferences, explaining which food they like.

At the end of this unit most of the children should:

- Value the benefits which animals and plants give to humans, at the same time that they understand the origin of foodstuffs.
- Identify the foodstuffs' characteristics.
- Identify distinguishing features in our culture.

At the end of this unit some of the children could:

- Differentiate diet of omnivorous, carnivorous and herbivorous.

LESSONS

- SESSION 1: Introducing the project

In this session, I introduced the project using a puppet (the cook), as I have referred before. Then, some children were able to tell their experiences in restaurants.

After that, we learnt a poem and we all expressed it in a big mural using pictograms. So, this activity was adapted to their level.

In the hour in which the digital whiteboard is available, we went to that classroom in order to show children the games of 'banana Tanín'; with this resource children can distinguish what healthy food is and some personal habits.

To finish the day, I told them the story of 'Sam, the chef', so that children get familiar with the people who work in a restaurant.

Finally, as a global conclusion of the session, I have realised that I have to include more movement dynamics, as it is a children need. As a good point, I noticed that the resources I have used have been appropriated because they caught children's attention and were adjusted to their level.

- SESSION 2: steps to make bread

In this session, I have focused on the cycle by which the bread is made. This way, we all have represented this sequence playing the roles of farmers and baker. Then, children had to order the sequence associating the images to numbers one, two and three. Children have understood the sequence of how the bread is made, as I have taken into account the dynamics.

In the English session, I have told them the story of 'the little red hen' making them imitate some actions. However, not all the children paid attention as the story was very long and because they don't know the characters previously, and didn't understand some parts of the story. Therefore, it was quite difficult for them to catch the key message, although the story had a repetitive structure. This means that we have to work with stories dividing them in subtasks.

To finish the English time, we sang 'my favourite food' song as I am going to use it in the following English lessons. Children have paid attention to it because it was brief and I used some visual support (pens to represent the colours and pictures to represent the food of different colours); moreover, children already know the colours, and some tried to produce the words.

- SESSION 3: fruits and vegetables

In this session I focused on the knowledge of fruits and vegetables. Therefore, I have related it to the teaching of the letter 'U' because my teacher has been developing a project for the entire course so that children can learn the letters. Moreover, I have introduced a game dynamics by which we represented the origin of those foodstuffs. After that, they have done the sheet of the letter 'U'.

After doing a brief session of yoga, children have watched a video in which Peppa Pig explains how to make compost, so we can take advantage of the remaining peels of fruits and vegetables. After that, children have played the role of worms in this process, so that I have realised that they have understood it as it was explained adapting it to their level.

Later, as I want children to know different cultures by some typical receipts, they played with modelling clay in order to make peas, as it is a typical receipt in Palencia. This way, we have initiated this cultural knowledge by beginning with our close culture.

In the psychomotor activity lesson, children played a game in which they had to guess the type of diets of different animals, so they imitated their ways of movements in order to catch the hoop which represent the food colour.

As a conclusion, as I have said, games based on dynamics are evidence of assessment, as I can observe if children play the role of that which I have explained. Moreover, asking them questions I complement this assessment.

- SESSION 4: the importance of fish

In this session, after a child told us the receipt that he has done, we made sushi, so they learnt the importance of eating fish.

Then, as Pepito, the cook, has travelled to Japan, he explained us how to make a typical Japanese receipt: sushi. Moreover, as they have learnt the means of transport in the first term, children have proposed different ones by which we can travel to that country.

Although, initially, I have planned to make it with half of the group, at the beginning, we all made the receipt as it caught their attention so much. Later, half of the group has played in corners with the others were cooking. Therefore, children enjoy cooking and, at the same time, they are learning, as they have been introduced to other cultures in a positive way and learn some concepts.

In the English lesson, we have imitated the way of movement of some animals, relating them with the foodstuffs that they eat, while I was singing 'my favourite food' song. To conclude, this lesson has been successful, as I have used the TPR methodology taking into account the timetable and children's needs.

- SESSION 5: 'Book's Day'

In this session, we have held 'the Book Day'; the elderly have visited the school in order to tell children some stories. Before receiving them, we have played some dynamic games so that children pay attention to them; I mean having into account their physiological needs.

As we haven't had got enough time to develop some activities related to our project, we have played a game in the psychomotor activity lesson in which children played the role of different animals so that their classmates guessed which animal they were imitating. Therefore, this lesson was quite similar to the previous one developed two sessions ago; in this one, children have been able to represent some animals, so this demonstrates that TBL methodology is useful as well in this subject.

- SESSION 6: 'Flavours'

In this session, we have focused on the taste sense. At the beginning, children have spoken about the different senses. After that, I have shown them a big tongue in which I have written the four flavours. Then, we have imagined that the classroom was a big tongue, so we made a train in order to travel around there, verbalising different foodstuffs depending on their flavours.

After that, children have taken part in small groups in a game in which they had to guess the flavour of different foodstuffs, blindly, and verbalise some characteristics. The other groups were playing in corners: one new game consisted in arranging the pictures of foodstuffs in the big tongue; however, it was not adapted to their level as it was difficult to identify the words of flavours. Another group has played to the game which consists in arranging the foodstuffs in the square and in the triangle; depending on how healthy they are or not; on the contrary, what this game does is adapted to their level.

In the digital whiteboard room, children have played again 'banana Tanín'. In this lesson, the games were focused on doing the shopping list and elaborating healthy menus.

Children have reached the goal of this session as they have identified different flavours. Moreover, they have enjoyed the lessons, which is a highly important aspect.

- SESSION 7: 'Baby's diet and menu'

In this session, we have counted on a mum's collaboration; this woman has given birth recently and has told us about her baby's diet. I consider her intervention positively, as she has adapted to children's level asking them some questions so that they can participate.

After that, children have decided a name for our restaurant, called 'cloud'. This way, we have begun doing the menu using the receipts which they have express in the 'traveller book'; furthermore this is an activity of reading and writing. Children wanted to do this activity, as it is significant for them. Moreover, we will use this resource to play the role of waiters.

In the English lesson, children have represented the story 'a taste of the moon'. I have done an adjustment of the story, by adding more characters and including the foodstuff that each animal likes. This way, each child has played the role of an animal. As a conclusion, the lesson has been successful as they already know the characters and they have imitated some actions, but the task has taken son much time, and tasks must be shorter. Moreover, I should have organized the roles by groups instead of individually;

although, some children have played the roles of animals which are easier to imitate and others played those ones more difficult to imitate attending to their characteristics.

- SESSION 8: 'Waiters and waitresses'

In this session, children made the sheet of the letter 'V', relating it to healthy food. Once they finished it, they kept on doing the menu in small groups.

After doing a session of yoga, we all together played the role of waiters using the menu; this game is going to take part in the final task of the project. Children have enjoyed the game and were able to play the role of a waiter.

In the psychomotor activity lesson, we have developed a game in which we travelled around the classroom, which represent the world. This way, I have told them different typical receipts as they made different exercises. This lesson has been quite disorganized referring to the organization of the group, so in the following lesson I will take into account this aspect.

- SESSION 9: 'Making a healthy pizza'

After explaining the 'traveller book', we went over the classification of the foodstuffs in the triangle and in the square. This way, children made a task which is an activity for assessment; it consists in making a pizza which only includes healthy food. They have made it in small groups using modelling clay so that I can realise if they have achieved that goal. Moreover, I have used a positive support by means of doing a magic spell in order to turn their pizzas into a real one. With this activity, I have realised that most children have reached the goal of identifying the healthy food.

As for the English lesson, children have to look for some food in order to give it to Pepito, who is sad because he hasn't got any food to eat. Therefore, we are going to make a queue singing "the food song", as we look for some food related to each color. As we take the food, we are going to keep them in the magic box in order to give them to Pepito later. I have developed this final task with the whole group and only some children have been following the task; the rest have got distracted. Therefore, the

mistake has been the organization of the group; it would be better to do it in small groups.

- SESSION 10: 'Final task: "cloud restaurant"'

After the assembly, children have done their diplomas drawing their favourite healthy foodstuff. All of them have been able to draw a healthy one.

Later, we have developed the final task game in small groups in which some of them have played the role of waiters/waitress and the others have been customers. This way, they have chosen a receipt of the menu and we have analysed if it was healthy. In fact, this role-playing was adjusted to their level and it was a good evidence for assessment as I could realise of their knowledge. Moreover, they love playing this game.

In the psychomotor activity lesson, as it was the 'Animal Day' we have related the cultures of each country with the characteristic animal which live there. This way, they have imitated animals' ways of movement and, at the same time, we have analysed if their typical receipts are healthy. Therefore, most of children are able to know if a receipt is healthy depending of its ingredients.

ANNEX 2:

SUGGESTIONS FOR IMPROVEMENT

OBJECTIVES

- Classify the foodstuffs taking into account if they are healthy or not.
- Determine the food's characteristics.
- Recognize the ingredients in a receipt.
- Put into practice the social rules and language.
- Recognize the personal habits.
- Value the benefits that we obtain from animals and plants.
- Distinguish which people work in a restaurant.
- Meet other cultures valuing their unique customs.

CONTENTS

- Healthy food
- Food characteristics
- Personal habits
- Food origin: benefits of animals and plants
- Other cultures
- Social rules and language

The prior learnings in this new project are the same that were considered in the starting one.

EXPECTATIONS

All the end of this unit all the children must:

- Classify the foodstuffs depending on if they are healthy or not.
- Identify the people who work in a restaurant.

- Be curious about knowing other cultures and respect them.

- Express their preferences, explaining which food they like.

- Play the roles of cooks and customers.

At the end of this unit most of the children should:

- Use the social language to greet, thank…

- Propose a result for a simple hypothesis.

- Express if a receipt is healthy.

- Be able to wait for their turns when they are taking part in cooking.

- Identify the foodstuffs' characteristics.

- Be able to take advantage of the remaining food.

- Recycle the remaining packs.

- Play the role of a waiter/waitress.

At the end of this unit some of the children could:

- Identify the typical receipt in each country.

- Recognize the ingredients in a receipt.

- Be able to identify the process of doing a receipt.

- Arrange the sequences of the origin of different foodstuffs.

Lessons Overview

Less on	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	- Meet what a restaurant is. - Recognize which people work there. - Identify healthy food and personal habits.	- Verbalize their experiences in restaurants. - Interact with the digital whiteboard.	We are going to focus on what a restaurant is. As well, they will be introduced in healthy food and personal habits.	- Explain which people work in a restaurant. - Distinguish healthy food and habits from those which aren't good.
2	- Identify the role of a cook.	- Explain and play the part of a cook.	This session is focused on 'cooks'.	- Explain what a cook wears and how she works.

3	- Be aware of the importance of eating fruits and vegetables. - Be able to take advantage of peals.	- Classify fruits and vegetables considering if they are healthy. - Take part in the elaboration of compost.	It centres in the importance of eating vegetables and fruits.	- Identify the benefits of eating this food. - Explain how to take advantage of the peals.
4	- Identify the social rules which customers develop.	- Play the role of customers.	It is focused on the role of customers.	- Explain the social rules.
5	- Be aware of the importance of eating fish and carbohydrates.	- Take part in the elaboration of sushi. - Classify fish and carbohydrates depending on if they are healthy.	They are going to be introduced in the importance of eating fish and carbohydrates.	- Identify the advantages of eating more fish that meat.
6	- Recognize the resource of the menu.	- Explain the use of a menu. - Create a menu.	We are going to centre this session on the elaboration of the menu.	- Recognize the use of a menu.
7	- Be aware of the benefits of eating legumes.	- Take part in the elaboration of 'hummus'.	We are going to centre this one in the relevancy of eating legumes.	- Determine the advantage of eating legumes.
8	- Recognize the role of a waiter.	- Explain the role of a waiter. - Play the part of a waiter.	In this one we focus on the role of a waiter.	- Identify how a waiter works.
9	- Be able to identify the reuse of the remaining food.	- Take part in the elaboration of the mural 'taking advantage of the rest of food'	We are going to go over the importance of reuse of the remaining food.	- Recognize the positive reuses. - Identify the negative use.
10	- Distinguish the roles in a restaurant.	- Play the roles in a restaurant. - Make healthy food.	In this one, we will make the final task based on a role-playing.	- Play the role of a cook and customer. - Create a receipt with healthy food. - Imitate the part of a waiter.

- Lesson 1, Monday: 'the restaurants'

In the first session we are going to focus on what a restaurant is. This way, I am going to introduce the project using the puppet 'Pepito, the cook' as I did in the other project. Then, children are going to tell their experiences in restaurants.

Later, they are going to dramatize 'Sam, the cook' story in order to become familiar with the people who work in a restaurant.

After that, they will decide all together a name for their restaurant.

In the computer lab, they are going to play to the 'banana Tanín' games in order to be introduced in distinguishing which foodstuffs are healthy and, as well, which personal habits we have to develop.

In corners children are going to play to classify some foodstuffs in the square or in the triangle; it depends on if they are healthy or no. Another group is going to play to food puzzles. Some children will use modelling clay to make some food. Other children will play in the 'cooker corner'. While they will be playing, I am going to interact with them in order to realise about their previous learnings in the food area.

- Lesson 2, Tuesday: 'cooks'

In this session we are going to learn about cooks. This way, in the assembly some children are going to bring their sheets with pictograms and tell us about what they know about cooks. Then, we are going to play a game in which they are going to dramatize the role of cooks imitating their hygiene habits, transforming foodstuffs; so that children develop their fine mobility.

In the English lesson, first of all, I am going to introduce a new character: the gingerbread man, so children will greet him.

After that, one small group is going to mix the ingredients to make the dough which is necessary to cook gingerbread biscuits; the magician Mathias is going to explain us how to make the dough. After that some children are going to make some biscuits using a

mould and dough which I will have prepared previously. Finally, other group of children are going to put the biscuits in the oven.

We are going to make these biscuits so that children realise that home-made dessert are better than factory-baked goods.

To end the English lesson, I am going to introduce 'my favourite food' song making a train in small groups so that we are going to imitate some animals' that are looking for some food.

After doing a yoga session, we will take the books to the mobile library and later, children are going to cut and stick the pictures of gingerbread biscuits' ingredients in the carriage of UK and next to them the final receipt.

- Lesson 3, Wednesday: 'vegetables'

This session is focused on realising the importance of eating fruits and vegetables. This way, they are going to arrange them in the square and in the triangle.

Pepito is going to tell us the typical receipt in Mexico: the guacamole. Children are going to verbalise if this receipt is healthy by observing if its ingredients are good, as well. Moreover, we are going to dramatize the role of a farmer collecting avocados, tomatoes and onions so as to take into account children's need of movement and to know the origin of this food. Finally, we are going to make guacamole with Pepito's help.

In the English lesson, I am going to tell them 'the gingerbread man story' using the puppet theatre; children are going to take part greeting the characters and singing 'you can't catch me, I'm the gingerbread man!'

After that, they are going to dramatize the 'parts of the body song', which they already know.

Finally, I will use my mystery box singing 'my favourite food' song so that children verbalise different foodstuffs in their mother-tongue or in English. Moreover, they will answer if the like that food.

Before the break, some children are going to tell us what cooks make with the remaining peals of fruits and vegetables. Then, they are going to watch video 'Peppa Pig: the compost' so that children know what to do with the remaining peals.

After doing yoga, we are going to mix vegetables in order to make compost.

In the time when they play in corners, as we are going to verbalise in the assembly the origin of the food, children are going to play to puzzles so that they can put in practise those knowledge. One small group will do the carriage of Mexico.

- Lesson 4, Thursday: 'customers'

First of all, a child is going to explain his receipt that he has made at home.

After that, some children are going to explain how we have to behave in restaurants, referring to rules and, as well, to social language. This way, we are going to make a dynamics representing it.

In the English session, children are going to play the role of the animals dramatizing their roles in 'the gingerbread man story', so some of them will try to catch the gingerbread man while the other sing 'you can't catch me, I'm the gingerbread man!'

After that, Pepito is going to introduce his mystery box asking children to look for and point to their favourite foods.

- Lesson 5, Friday: 'fish'

In the assembly, Sora, a new Mathias' friend, who is from Japan, is going to tell us how to cook a typical Japanese food called sushi. After that, we are going to make in small groups this receipt.

Once we will have finished, some children are going to explain what we can do with the remaining packs. Then, children are going to recycle the wrapping of the salmon in the plastic bin of the school.

In the alternative lesson, children who don't attend to religion class are going to put in the carriage the sushi receipt.

- Lesson 6, Monday: 'the menu'

In the assembly time, some children are going to tell us about the menu.

After that, we are going to create our own menu using the receipts of 'the traveller book'. This activity is going to be developed considering the mixed levels as some of them will be able to draw the receipt and others to write receipts' names; each child will write a significant letter in order to learn how to write their proper names.

In the digital whiteboard classroom, children are going to play to 'banana Tanín' games focused on elaborating menus and doing the shopping.

- Lesson 7, Tuesday: 'legumes'

In the assembly time, we are going to make a dynamics game by which they are going to realise of the importance of eating legumes.

Moreover, Akia, who is a Mathias' friend, is going to tell us how to make 'hummus' a typical food in Egypt. After that, we are going to cook this receipt beating chick-pees and sesame.

In the English session, we are going to make an activity in the assembly consists in guessing which animal appears.

After that, they are going to arrange the four flashcards of the story 'the gingerbread man'. As this task is too difficult we will put the flashcards in order in the mural as we are telling what is happening in each one.

Once we will have done the session of yoga, other children will put the ingredients of 'hummus' in the Egyptian carriage, while other groups play in corners.

- Lesson 8, Wednesday: 'waiters and waitresses'

In the assembly time, some children are going to explain how waiters work. Then, we are going to make a role-playing in small groups in which children are going to imitate to waiters working and others to the customers; they are going to use the menu, which they have made.

In the English lesson, children are going to play a game using 'my favourite food song'. They are going to look for different foodstuffs as they did in the other project; however, in this one we are going to develop it in small groups. They are going to collect this food so that Pepito becomes happy as he is sad because he has nothing to eat.

- Lesson 9, Thursday: 'recycling food'

After explaining the receipt of 'the traveller book', we are going to classify in a mural the appropriate actions and the non-appropriate ones by means of taking advantage the remaining food when we cook something.

In the English lesson children are going to represent 'the gingerbread man' story.

- Lesson 10, Friday: 'the restaurant' (final task)

In the assembly time, a new Mathias' Italian friend will arrive to our classroom; he is a prestigious wizard but he doesn't know how to cook healthy food, so we are going to invite him to our restaurant.

We are going to make a role-playing in small groups. Some of them are going to play the role of waiters and others of customers. Once they will have chosen a receipt of the menu, all of them will imitate to a cook, so they are going to make a pizza using modelling clay and adding healthy ingredients. In fact, a child created a pizza for 'the traveller book' so they already know this food.

This way, children are going to show him how to cook a typical Italian food in a healthy way.

ANNEX 3:

EXAMPLE OF A WHOLE DAY:

En la siguiente tabla incluyo el ejemplo de una sesión, de manera que explico más detalladamente lo que haré en cada parte de la jornada.

Sesión 5: importancia de consumir pescado		
Objetivos de aprendizaje	Resultados de aprendizaje	Pruebas de evaluación
- Identificar el pescado como un alimento esencial en la dieta. - Familiarizarse con la cultura de otros lugares. - Introducirse en el reciclaje.	- Participar en la elaboración de la receta. - Crear el vagón de recetas.	La actividad en la que elaboran el vagón de culturas es una herramienta para observar si comprender la elaboración de una receta. Al mismo tiempo, les plantearé preguntas para analizar si los ingredientes son saludables.
Tipo de lenguaje utilizado		Lenguaje no verbal y paralenguaje
El lenguaje que utilizan es comunicativo ya que verbalizan los pasos que hay que realizan para elaborar una receta. Además, es descriptivo al explicar cómo se puede reutilizar los envases que sobran.		Utilizaré un tono de voz distinto al representar lo que dicen las marionetas. Señalaré y mostraré apoyo visual para explicar las acciones que hay que realizar en las actividades con los objetos correspondientes, pues ellos todavía están aprendiendo la lengua materna.
Resumen de las actividades principales		

En primer lugar, en la asamblea, el protagonista de nuestra clase – el mago Mathias – nos presentará a su amiga Sora, procedente de Japón, quien nos va a enseñar cómo cocinar sushi; una receta típica de su país que contiene pescado, el cual es un alimento esencial en nuestra dieta. Así, en pequeño grupos iremos creando entre todos esta receta, de manera que deberán respetar su turno.

Después, los niños/as encargados de buscar información sobre qué hacer con los envases sobrantes nos contarán qué uso les podemos dar. Por tanto, daremos uso a los recursos de centro, acudiendo a la zona de reciclaje conjunta con la que contamos; de esta manera se

produce una introducción al reciclaje.

En la hora correspondiente a religión, los alumnos/as que acuden a alternativa se encargarán de plasmar en el vagón de Japón la receta del 'sushi'.

	Tiempo	Agrupación	Alumnado	Profesora	Recursos
Classroom Management			ENTRADA AL AULA		
	5'	Grupo	¡Buenos días! (Se acercan a su sitio y bajan la silla)	¡Buenos días niños y niñas! Vamos a nuestro sitio, bajamos la silla, nos quitamos el abrigo…	
	3'	Grupo	(Se quitan el abrigo y sacan sus pertenencias)	Nos ponemos el babi, dejamos el almuerzo en la cestita, colocamos la toalla y la taza en su sitio y dejamos la mochila en el perchero.	
	2'	Grupo	(Se ponen el babi y cuelgan la mochila y el abrigo. Se van acercando a la asamblea)	Los que vayáis acabando de abrocharos el babi, id viniendo a la asamblea.	
			ASAMBLEA (rutinas)		
	5'	Grupo	Good morning, good morning, good morning (greeting with our hands), good morning, good morning, good morning, brush your teeth, brush, brush, brush, wash your hands, wash, wash, wash; clap your hands, clap, clap, clap, all right!	Good morning, good morning, good morning (greeting with our hands), good morning, good morning, good morning, brush your teeth, brush, brush, brush, wash your hands, wash, wash, wash; clap your hands, clap, clap, clap, all right!	Good morning song
	5'	Grupo	¿Niño 1, estás aquí? Sí, estoy aquí profe. (La representante continua	¡Buenos días! Hoy la representante es niña 1. Toma la varita mágica y	Varita mágica Panel de

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		pasando lista)	empieza a pasar lista.	fotos
5'	Grupo	Lunes, martes, miércoles, jueves, viernes, sábado y domingo…	¡Genial! Ahora vamos a ver qué día es hoy. Lunes, martes, miércoles, jueves, viernes, sábado y domingo…	Canción los días de la semana
5'	Grupo	Hace sol	The sun comes up, up, up, up; and the rain comes down, down, down How's the weather? It sunny? (showing the sun) it's cloudy? (showing the rain) it's rainy? (showing the cloud) Yes, it is sunny, very good	Canción 'how's the weather?'
		Importancia de comer pescado: creamos sushi		
5'	Gran grupo	En coche En avión En barco (Simulan que viajan en avión)	Mathias nos quiere presentar a una nueva amiga. 'Esta es mi amiga Sora y viene de un país muy lejano' 'Hola me llamo Sora y vengo de Japón. Es una isla y está rodeada por agua. ¿Cómo creéis que habré llegado hasta aquí? ' 'En avión porque es un lugar muy lejano. Vamos a viajar todos hasta Japón'	Marioneta 'Sora'
3'	Gran grupo	Verduras Plátano Pescado	'En Japón comemos sushi, ¿lo habéis probado alguna vez? Yo os enseñaré a hacerlo. Su ingrediente principal es muy bueno para crecer. ¿Qué creéis que puede ser?'	

10'	Pequeños grupos	Lavarnos las manos (se lavan las manos) (Los demás grupos juegan por rincones) (Niño 9 echa arroz encima del alga) (Niño 8 y niña 7 echan los otros ingredientes)	Ahora por grupos vamos a cocinar esta receta. ¿Qué es lo primero que tenemos que hacer antes de tocar los alimentos? Muy bien. Todos vais a participar pero tenéis que esperar vuestro turno. Sora os irá pidiendo ayuda para hacer sushi. 'Primero vamos a echar arroz encima del alga' Niño 9, echa arroz aquí encima. 'Ahora niño 8 va a echar aguacate encima del arroz y niña 7 salmón al lado del aguacate) Muy bien, por último lo vamos a enrollar.	Ingredientes
		Introducción al reciclaje de envases		
5'	Gran grupo	Echarlos al contenedor amarillo. (Nos enseña la información que ha preparado en casa)	Ahora que hemos terminado, vamos a recoger todo lo que nos ha sobrado. Niña 4 nos va a contar qué podemos hacer con estos envases. ¿Qué tendremos que hacer con ellos al ser de plástico?	
10'	Gran grupo	(Hacen la fila y van a la zona de reciclaje del centro)	De acuerdo, los encargados de la limpieza los vais a recoger y vamos a ir todos juntos a tirarlos al contenedor amarillo del colegio.	

5'	Gran grupo	Buenos días. Hemos hecho sushi. Sora nos ha enseñado a hacerlo. Es muy bueno porque tiene pescado. Os traemos un poco para que lo probéis.	Ahora vamos a ir a ofrecérselo a los niños de otras clases y les vamos a contar qué es esto y quién es Sora.	Sushi
ALMUERZO				
5'	Small groups	(They wash their hands) (El encargado reparte los almuerzos)	This is the way you wash your hands, wash your hands, wash your hands, this is the way you wash your hands, so early in the morning! Close the tap, close the tap, this is the way you wash your hands, wash, wash, wash	'Wash your hands' song
15'	Gran grupo	Yo he traído fruta (Los niños/as almuerzan) (Los encargados de cada equipo limpian las mesas)	¿Quién ha traído almuerzo saludable?	Almuerzos Toallitas
PSICOMOTRICIDAD				
ALTERNATIVA				
5'	Pequeño grupo	Arroz Pescado Algas	Ahora vamos a poner en el vagón de Japón los ingredientes de la receta. ¿Qué necesitamos para hacer sushi?	Vagones
10'	Pequeño grupo	(Cada niño dibuja un alimento)	Pues vamos a dibujar aquí los ingredientes y después el resultado final que hemos conseguido.	
PAUTAS PARA LA SALIDA				
2'	Gran grupo	(Se sientan en la asamblea)	Everybody sit down, sit down, sit down, everybody sit down, like this…	'sit down' song

10'	Gran grupo	Un pez	Vamos a ver quién es capaz de resolver esta adivinanza	
			'En el agua siempre vivo, plateado es mi color, veloz como el rayo nado, ¿cómo me llamo yo?'	
			Muy bien. Es un pez.	
			La receta que hemos hecho hoy ¿contiene pescado?	
		Sí, salmón, lo naranja	Muy bien. ¿Tú comes pescado?	
		Sí y saludable	Porque es muy bueno para la memoria.	
			Genial; put your jacket on (pointing at the rack).	
			Vamos a ver quién resuelve esta otra adivinanza (continúamos)	
5'	Gran grupo	(Hacen la fila)	Mi amigo el de delante mi amigo el de detrás, hacemos una fila fenomenal.	Canción 'hacemos una fila'
5'	Gran grupo	Goodbye goodbye see you again, goodbye goodbye see you my friend, good bye goodbye I had fun today, I had fun today!	Goodbye goodbye see you again, goodbye goodbye see you my friend, good bye goodbye I had fun today, I had fun today!	Goodbye song

Criterios de evaluación:

Todos serán capaces de:	La mayoría serán capaces de:	Algunos podrán:
- Participar en la elaboración de la receta.	- Explicar la información que aportan desde casa.	- Identificar el proceso de elaboración de una receta.
- Representar las recetas mediante dibujos.	- Identificar los ingredientes de una receta.	- Explicar la creación de la receta.

- Seguir las rutinas de las canciones.	- Reconocer los beneficios de consumir pescado. - Identificar otros ingredientes saludables en la receta. - Respetar su turno.	

'THE GINGERBREAD MAN' UNIT

Lesson 2		
Learning objectives	Learning outcomes	Evidence for Assessment
- Meet the gingerbread man biscuits. - Go over the animals that are characters in 'the gingerbread man' story.	- Take part in the dough elaboration. - Play roles in the song game.	I am going to observe if children pay attention when we are making the dough, because it means that they understand it. Moreover, I will focus on the level of understanding as they follow the instructions.
Discourse/Text targeted		Language targeted- Non-verbal L Targeted
They will use an instructional language as they follow the actions which I introduce by gestures, support and examples.		I will use gestures so that children follow the instructions, such as pointing. They will be examples, as well. Moreover, I will use visual support so that they can follow the message.

Outline of leading activities
I am going to introduce a new character: the gingerbread man, so children will greet him. After that, one small group is going to mix the ingredients to make the dough which is necessary to cook gingerbread biscuits. After that some children are going to make some biscuits using a mould and dough which I will have prepared previously. Finally, other group of children are going to put the biscuits in the oven. To end the English lesson, I am going to introduce 'my favourite food' song making a train in small groups so that we are going to imitate some animals' that are looking for some food.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom management			INTRODUCING GINGERBREAD MAN		
	10''	Whole group	Hello!	Good morning, children! Mathias has a new friend: the gingerbread man; say hello to him!	Gingerbread man puppet
			MAKING GINGERBREAD MAN BISCUITS		

30''	Whole group	(Children imitate the gesture of eating a biscuit)	This is a biscuit and we are going to make it in order to eat it! Let's eat a biscuit! (I make the gesture)	
30''	Whole group		This is dough! (Pointing at dough) let's make dough! Mathias is going to help us!	Dough
3'	Whole group	(Child 1 put the flour into the bowl)	Come here child 1! This is the flour! Let's put it into the bowl! (the same for the butter, the glass and the ginger)	Flour, butter, glass and ginger
1'	Whole group	¡Un huevo!	Well, now we need an egg. Here, we have an egg! Yes, this is an egg! We are going to break it a bit.	Egg
4'	Whole group	(Child 2 beats the mixture slowly and fast) (Other children beat)	Now we put it into the bowl. Child 2, come here! You are going to beat this mixture! Well, more slowly! Now, faster! Well down!	Mixture
2'	Whole group	(A child takes the mould) (The child puts it on the dough and press)	Now child 3, you are going to make a gingerbread man biscuit like this. Take this mould! Now, put it on the dough, and press! Oh, well done, this is a gingerbread man!	Mould
1'		(child 4 puts the biscuit into the oven)	Now, child 4, come here! You are going to put it into the oven! Well, now we have to wait!	Oven toy

		INTRODUCING 'MY FAVOURITE FOOD' SONG			
1'	Small group	(Children make a queue)	You four, let's make a queue! We are going to look for some food to eat! (I make the gestures)	
2'	Small group	¡Naranja! (They jump like rabbits) (They move their hands like they were eating a carrot)	Green, green my favourite food is green (showing a green pen), it's very very good (upping my thumbs), my favourite food is green! I like grass! (Showing a picture) grass, grass my favourite food is grass, I'm a cow! (showing a picture) Let's walk with four legs! Stop! Now, let's eat grass! (I make the gesture) (I will make the same with other groups and colours, foods and animals)	Pens Pictures
		THE GINGERBREAD MAN BISCUIT IS READY			
1'	Whole group	(The child opens the door) Don't run!	Oh, let's see if the biscuit has been cooked in the oven! Child 5, open the door! Oh, our biscuit is running! Don't run! Don't run! Children you say 'don't run!'	(I will have put before another prepared biscuit)

Assessment Criteria

All children must be able to:	Most of the children will be able to:	Some of the children could:
- Take part in the elaboration of the dough. - Imitate animals' ways of movement.	- Greet to the gingerbread man. - Associate the colour with the food, guessing it in the mother tongue.	- Say 'don't run'

Lesson 3

Learning objectives	Learning outcomes	Evidence for Assessment
- Be introduced in 'the gingerbread man' story. - Associate the colours with the food names.	- Listen to and take part in the story. - Represent the song.	I will focus on observing their participation level and of attention.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
Children are going to use a communicative text as they say what the characters of the story are saying. As well they are going to use a descriptive one making the actions that they make.	I will use visual support and gestures so that they can follow the instructions.

Outline of leading activities
In the English lesson, I am going to tell them 'the gingerbread man' story using the puppet theatre; children are going to take part greeting the characters and singing 'you can't catch me, I'm the gingerbread man!' After that, they are going to dramatize the 'parts of the body song', which they already know. Finally, I will use my mystery box singing 'my favourite food' song so that children verbalise different foodstuffs in their mother-tongue or in English. Moreover, they will answer if they like that food.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom management			'THE GINGERBREAD MAN' STORY		
	30''	Whole group	Hello	Once upon a time, there were an old man and an old woman (I show them in the puppet theatre) Say hello to them! Hello!	-Puppets - Puppet theatre

30''	Whole group	(They move their legs like running)	They were cooking gingerbread man biscuits, but suddenly the gingerbread man ran away! Let's run! Run, run, as fast as you can! Faster!	Gingerbread man
30''	Whole group	We want to eat you! (they make the gesture of eating) You can't catch me, I'm the gingerbread man!	Then, they shouted: we want to eat you! You say: we want to eat you! And he said 'you can't catch me, I'm the gingerbread man!' let's sing!	
30'' 4'	Whole group	I want to eat you! (they make the gesture of eating) You can't catch me, I'm the gingerbread man! (They 'run')	Kikiriki. Oh, the gingerbread man met a hen. Mmmm, yummy yummy, I want to eat you! No way! You can't catch me you can't catch me! Run, run as fast as you can! (the same happens with the dog, the cow and the horse)	Hen puppet
1'		Se lo ha comido	Suddenly, the gingerbread man met a river (I show the picture of a river). 'Oh, no I can't swim'. But he met a fox. 'I can help you, jump on my tail; and he did' 'jumped on my back' and he did 'jump on my nose' But suddenly… oh, where is the gingerbread man? Yes!!! The fox ate the gingerbread man	'River' picture

			'PARTS OF THE BODY' SONG		
1'	Whole group	(they touch their backs) (they touch their noses)	Well, where is your back? Touch your back. And now, touch your nose	
2'	Whole group	(They represent the song)	Head, shoulders, knees and toes, knees and toes (bis) Eyes and ears, mouth and nose Head, shoulders, knees and toes, knees and toes	'Parts of the body' song
			'MY FAVOURITE FOOD' MYSTERY BOX		
	All of them	Plátanos, es un plátano Yes/no They nod/niegan	Yellow, yellow, my favourite food is yellow, it's very good my favourite food is yellow. It's very very good my favourite food is yellow, I like bananas. Bananas bananas I like bananas yummy yummy yummy (I show a banana) Yes, it is a banana. Do you like bananas Mathias? 'Yes, I like bananas mmm yummy' Do you like bananas, child 1? (the same	-pictures of food. -crayons

Assessment Criteria

All children must be able to:	Most of the children will be able to:	Some of the children could:
- Represent the 'parts of the body' song. - Follow the actions.	- Sing 'parts of the body' song. - Answer the question with gestures or in the mother	- Answer with yes or no. - Verbalize what happens with the gingerbread man.

tongue.

- Verbalise what is said in the story.

Lesson 4

Learning objectives	Learning outcomes	Evidence for Assessment
- Follow some actions which are included in the 'gingerbread man' story. - Express if they like a food.	- Participate in the 'gingerbread man' role playing. - Take part in Pepito's magic box game.	I am going to observe if they follow the actions, as always. As well, if they pay attention to the lesson. Moreover, I will value if they want to participate after doing an example.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
Children are going to use a descriptive language as they make actions to role play what is happening. They will use an instructional one as they follow the actions. With these actions they will use a communicative discourse because they express what they want to say with actions, gestures or even speaking.	I am going to use gestures so that children follow the actions 'look for', 'eat', 'point'. As well, I will point children when it is their turn to participate.

Outline of leading activities
In the English session, children are going to play the role of the animals dramatizing their roles in 'the gingerbread man story', so some of them will try to catch the gingerbread man while the other sing 'you can't catch me, I'm the gingerbread man!' After that, Pepito is going to introduce his mystery box asking children to look for and point to their favourite foods.

	Timing	Grouping	Pupils	Teacher	Resources
Management			PLAYING ROLES OF ANIMALS IN 'GINGERBREAD MAN' STORY		
	1'	Whole group	Hello!!!	Good morning children, look! Gingerbread man is here again! Say hello to the	Gingerbread

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			gingerbread man! Hello	man
5'	Small group (but whole group)	Hello chicken! (the three children are playing the role of the chicken running to try to catch the gingerbread man) (the rest of children sing 'you can' catch me, I'm the gingerbread man)	Well, when the gingerbread man was running (I show the gingerbread man running), he met a chicken. (I show the picture of a chicken) 'Hello chicken' 'Kikiriki!!! Mmm, yummy, I want to eat you! (making the gesture) No, no, you can´t catch me, I'm the gingerbread man. Run, run as fast as you can.' Well, now you three children are going to be the chicken, so try to catch the gingerbread man! You can't catch me, I'm the gingerbread man! (the same with other animals)	Pictures of chicken, dog, cow and horse Gingerbread man
3'	Small group (the whole group)	Hello fox! (Child 6 puts the gingerbread man puppet on the child's back and nose) (The other children eats the gingerbread man)	And suddenly, the gingerbread man met a river! But he couldn't swim But a fox appeared: 'Hello fox' 'I can help you' Jump on my back! You three children are going to be the fox! And, child 6, you are the gingerbread man! Jump on his back, now on his nose! And suddenly the fox ate the gingerbread man!	The picture of the fox Gingerbread man
1'	Whole group	Bye-bye!!!	Well done! Say bye-bye to the gingerbread man!	

				'Hello children!' Say hello to Pepito!	
5'	Whole group	Hello Yes (The child 8 looks for something in the magic box and chooses a banana) (All of them eats banana)		'my favourite food is grapes' Mmm, yummy, yummy let's eat a grape! What about you, child 8? Do you like grapes? Yes or no? (making gestures) Let's look for (pointing at my eye) something to eat (pointing at the mystery box and making the gesture of eating). Oh, do you like bananas? Yes? Come on, all of you, let's eat a banana!	Magic box Pictures of food Pepito
30''	Whole group	Bye-bye		Well done, say bye bye to Pepito!	Pepito

Assessment Criteria

All children must be able to:	Most of the children will be able to:	Some of the children could:
- Say their favourite food in their mother tongue - Follow the actions - Look for something in the magic box.	- Greet to the characters - Point at some pictures - Sing the gingerbread man song - Express what they have found in the magic box	- Express in English their favourite food - Express if they like the food of the magic box

Lesson 7

Learning objectives	Learning outcomes	Evidence for Assessment

- Be introduced in arranging a sequence. - Associating the flashcards with numbers.	- Participate in the right collocation of the flashcards.	I will observe their answers when we are going over the flashcards in order to realise if they know what happens in each part of the story.	

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
They are going to use a communicative language as they express which animal appears. As well, an instructional one as they imitate animals. They will use a descriptive one when they express what is happening in the flashcards of the story.	I will make the sound of different animals so that children guess them. I will point at children so that they imitate the actions. As well, I will use a pitch which by which they understand that they have to follow an instruction.

Outline of leading activities
We are going to make an activity in the assembly which consists in guessing which animal appears. After that, they are going to arrange the four flashcards of the story 'the gingerbread man'. As this task is too difficult we will put the flashcards in order in the mural as we are telling what is happening in each one.

Timing	Grouping	Pupils	Teacher	Resources
		GUESSING ANIMALS		
Classroom Management 3' (Per animal)	Whole group	'Una gallina' (Five children walk squatting around the classroom and come to the assembly again) 'Bye-bye!'	Hello children, here I have my magic box. Listen! Open your ears (making the gesture) Kikiriki! What's that? Yes it is a hen! You four are going to be chickens, so let's walk squatting (I make the example) Okey, well done! One, two, three, come here again! Well done! Say bye-bye to the hen! (the same with the other four animals of the gingerbread	Magic box Pictures of animals

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			man story)	

<table>
<tr><td colspan="5" align="center">ARRANGING FLASHCARDS IN 'GINGERBREAD MAN' STORY</td></tr>
<tr>
<td rowspan="2">10'</td>
<td rowspan="2">Whole group</td>
<td>Están hacienda galletas

Hello

(They follow the actions like they were making dough)

(They open a door and put the biscuit into the oven)

(A child puts the flashcard on number 1)</td>
<td>Well, look! What happens here?

Yes, the old man and the old woman are cooking gingerbread man biscuits! Say hello to them!

Now, let's make dough! Let's mix the ingredients!

Now open oven's door! And put the biscuit into the oven.

Okey, put this flashcard in the number one!</td>
<td rowspan="2">Flashcards

Mural to arrange the flashcards with numbers 1,2,3,4</td>
</tr>
<tr>
<td>Se está escapando (They run)

(A child puts the flashcard on number 2)

Se lo quieren comer

One, two, three, four

(A child puts the flashcard on number 3)

El zorro!

(They make the gesture of eating)

(A child puts the flashcard on number 4)</td>
<td>Okey, well done, let's see what happens!

Oh, no! the gingerbread man is running away! Let's run!

Put this flashcard in number 2

What happens with these animals?

How many animals are there here? Let's count!

Well! Four. The dog, the horse, the hen and the cow. Yes! Say hello to them!

Put this flashcard on number 3

Which animal is this? Yes, it is the fox! He is going to eat the gingerbread man! Let's eat!</td>
</tr>
</table>

				Put this flashcard in number 4	

Assessment Criteria		
All children must be able to: - Follow the action of pointing. - Greet to the characters. - Imitate animals' ways of moving. - Guess the animal in Spanish.	Most of the children will be able to: - Guess the animal in English - Explain what is happening in each part of the story.	Some of the children could: - Arrange the flashcards

Lesson 8		
Learning objectives	Learning outcomes	Evidence for Assessment
- Associate the actions to the practise adequately.	- Participate in the game following the instructions.	I will focus on their participation in the game so as to realise if they follow the actions and understand the game.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
Children are going to use an instructional language as they follow the actions. Moreover they will use a descriptive one as they associate the food with colours.	I will use gestures so that children follow the actions and instructions; many times I will point the objects so that they understand what to do. Moreover I will use non-verbal communication to express emotions.

Outline of leading activities
In the English lesson, children are going to play a game using 'my favourite food song'. They are going to look for different foodstuffs as they did in the other project; however, in this one we are going to develop it in small groups. They are going to collect this food so that Pepito becomes happy as he is sad because he has nothing to eat.

	Timing	Grouping	Pupils	Teacher	Resources
Management			LOOKING FOR FOOD AROUND THE CLASSROOM		

1'	Whol e group	(They answer)	Oh, Pepito is very sad. (I make the gesture) (I paint a sad face in the blackboard). Are you happy, child 1? (showing a happy face) Are you sad, child 2? (pointing at the sad face)	Pepito (puppet) Blackboard
1'	Whol e group	Yes	Why are you sad, Pepito? Pepito: oh I'm very hungry. I want to eat something (making gestures). Can you help me? You have to look for some food. Okey. We are going to help to Pepito, so let's look for some food! (making the gesture)	Pepito (puppet)
2'	Small group	(They make a queue)	Ok. You, five children, are going to look for something! Let's make a queue. Now we are going to look for some food.	Magic box
2'	Small group	(One child which is in the assembly sais: estoy viendo una zanahoria) He encontrado una zanahoria (One pupil takes a carrot)	Orange orange my favourite is orange it's very very good my favourite food is orange. Let's look for something orange! Yes! Well done! Put the carrot into the magic box! (I keep on singing with other colours and other children look for food)	Pictures of food 'my favourite food' song
2'	Whol e group	(Child 3 takes one)	Well done! Everybody sit down sit down… Well now we are going to give this food to Pepito! Pepito we have food so that you eat them! Child 3, come here! Which one you are	Pepito (puppet) Magic box

			going to give him? (pointing at the pictures of the box)	
7'	All of them	Un plátano (Children keep on giving to Pepito the other food taking it from the magic box) (They clap)	Okey, you are going to give him the banana! (Pepito eats the banana) Do you the banana, Pepito? Pepito: yes! Pepito now is very happy! Pepito: Oh, thank you!!! I'm happy now!	Pepito (puppet) Pictures of food

Assessment Criteria

All children must be able to:	Most of the children will be able to:	Some of the children could:
- Find food around the classroom - Give the food to Pepito - Follow the actions 'look for', 'take' and 'put into'	- Associate the song to the food they have to look for - Express in their mother tongue what they have found - Express if they are happy or sad - Follow a clue to look for something in the magic box	- Express in English what they have found

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Lesson 9

Learning objectives	Learning outcomes	Evidence for Assessment
- Represent the 'gingerbread man' story.	- Take part in the story playing parts.	I will observe if children represent the roles by following the actions which they have practised in subtasks.

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
Children are going to use communicative and instructional languages as they follow some actions play the roles of the story.	I will point at different children as they are going to play different roles, because it is a directed role-playing as I will be the narrator and they will follow the instructions.

Outline of leading activities

In the English lesson children are going to represent 'the gingerbread man' story in small groups.

| Timing	Grouping	Pupils	Teacher	Resources
		ROLE PLAYING: 'GINGERBREAD MAN' STORY		
2'	Small group (whole group)	(They imitate the gestures of mixing ingredients and making the dough) (They sit down)	Once upon a time, there were an old man and an old woman (I show them) You two are going to be the old man and the old woman, so come here and mix the ingredients (using pictures) They were cooking gingerbread man biscuits. 'You mix the dough' And they make a gingerbread man biscuit. Well done! Sit down!	-Puppets -Pictures of food Gingerbread man
1'	Whole group	'You can't catch me, I'm the gingerbread man'	But suddenly the gingerbread man ran away! 'you can't catch me, I'm the gingerbread man' let's sing	Gingerbread man
2'	Small group (whole group)	(Three children stand up) (They run to catch the gingerbread man) You can't catch me, I'm the gingerbread man!	Suddenly, they met a hen. You three are going to be hens. Come here. 'Kikiriki. Mmm, a gingerbread man, yummy yummy. I want to eat you.' So, you three hens, try to catch the gingerbread man' The rest of you sing 'you can't catch me, I'm the gingerbread man!' let's sing! (the same with other small groups imitating the cow, the	Gingerbread man

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			dog and the horse)	
1'	Small group (whole group)	(The child points at his back and nose) (He finally eats the gingerbread man)	Suddenly, the gingerbread man met a river (I show the picture of a river). 'Oh, no I can't swim'. But he met a fox. You, child 7, are going to be the fox, come here. 'I can help you, jumped on my back' Where is your back? 'Jump on my nose' where is your nose? Come on! Eat the gingerbread man!!	Picture of a river

Assessment Criteria		
All children must be able to: - Play the role of animals - Follow the actions - Sing the song	Most of the children will be able to: - Play the role of the old man and the old woman	Some of the children could: - Play the role of the fox

ANNEX 5:

RESOURCES:

Puppets: the cook and the magician
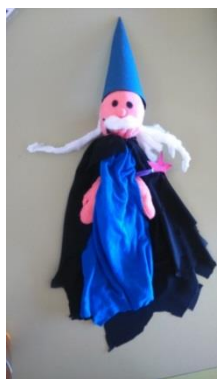
The signs to classify food

The menu

ANNEX 6:

TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30	**ASSEMBLY**				
	(routines and introduction of the topic)				
10:15	**TASK (TBL)**				
11:00	**Corners (small groups work)**	**English**	**English***	**Corners**	**Corners (small groups work)**
11:30	**Midmorning snack**				
12:00	**Break time**				
12:30	**Religion**	**Yoga**	**Yoga**	**Music**	**Psychomotor activity**
13:00	**Digital whiteboard**	**Mobile library**	**Corners**	**Music**	**Corners**
13:30	**Corners**	**Corners**	**Psychomotor activity**	**English**	**Religion**
14:00	**'Linguistic games' to organize the farewell**				

* This session is added in the new proposal.