



FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID

**IMPLEMENTATION PROPOSAL FOR EARLY  
YEARS FOCUSED ON THE TRANSITION TO  
BILINGUAL SUBJECTS**

**PROPUESTA DE INTERVENCIÓN PARA  
EDUCACIÓN INFANTIL ENFOCADA A SU PASO  
A ASIGNATURAS BILINGÜES**

**TRABAJO FIN DE GRADO  
EN EDUCACIÓN INFANTIL, MENCIÓN LENGUA INGLESA**

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## **Resumen**

En el presente Trabajo de Fin de Grado se va a diseñar una propuesta de intervención educativa para una clase de 24 alumnos de tercero de Educación Infantil. Se va a diseñar la propuesta siguiendo la metodología educativa sobre la enseñanza del inglés. Esta metodología enfoca la enseñanza del inglés en infantil desde la producción oral y el desarrollo de las habilidades de comunicación en lengua extranjera. Por ello, mi objetivo será buscar que los niños y niñas desarrollen sus habilidades comunicadoras, sociales y culturales plurilingües. Durante las sesiones, trabajaremos conceptos relacionados con un tema que van a trabajar el año siguiente en una asignatura bilingüe en Educación Primaria: los animales.

**Palabras clave:** didáctica, lengua extranjera, Educación Infantil, bilingüismo, inglés, materiales curriculares.

## **Abstract**

In this Final Degree Project we are going to design an educational intervention proposal for a class of 24 pupils in the third year of Infant Education. The proposal will be designed following the educational methodology on the teaching of English. This methodology focuses on the teaching of English in infant education from the point of view of oral production and the development of communication skills in a foreign language. Therefore, my aim will be to help children develop their multilingual communication, social and cultural skills. During the sessions, we will work on concepts related to a topic that they will be working on the following year in a bilingual subject in Primary Education: animals.

**Key Words:** didactics, foreign language, Infant Education, bilingualism, English, curricular materials.



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# 1. INTRODUCTION

Learning a foreign language other than one's mother tongue requires a lot of hard work and perseverance to reach a good level of communication. For this reason, teaching a foreign language such as English implies that the teacher not only knows the language but also its didactics.

Some people have the misconception that the teaching of a foreign language only covers lexis, phonology and grammar. However, this ends up causing students to not reach an adequate level and even a certain rejection of learning this foreign language.

Currently, bilingualism in schools is very important as it is promoted at both institutional and general levels. At the school where I was on placement, they apply bilingualism in Primary Education and as my pupils are only a few months away from moving on to that stage, I decided to focus the intervention on Science, which is one of the bilingual subjects they are going to have next year.

The use of materials such as songs, stories, games and visual aids can be very effective in teaching English to children of this age group. Therefore, I will also analyse the types of curricular materials I can use and the activities I can carry out in my didactic unit according to the classification of several authors such as Guillén and Castro (1998) and Richards and Lockhart (1994).

Motivated by the desire to know more about the didactics of English, bilingualism and the legislation that regulates it, I decided to review them and design in this Final Degree Project a proposal for intervention in Early Childhood Education. It will be carried out in a class of 24 third year students related to the animals.

During the intervention, I will carry out an active methodology, achieving significant learning, starting from the previous knowledge and the real level of the student, using the TPR (Total Physical Response) and the 5 hypotheses of Krashen. We will use pedagogical resources and didactic material as fundamental pillars for the acquisition of foreign language knowledge by the children.

The work will be organised as follows. First of all, there will be an introduction explaining what the dissertation is about, followed by a justification of why the topic of

animals and a class of 3rd year of Infant Education has been chosen. The relationship of the topic with the competences of the degree will also be indicated. Subsequently, the general objective and the specific objectives that I intend to achieve by carrying out this work will be set out.

Then, a theoretical foundation of the subject will be given, through the reading of books or journal articles by various authors. In addition, the intervention will be located in the curriculum and the didactics of English in Early Childhood Education will be analysed. Then, I will go on to explain the intervention proposal. Finally, I will make a proposal for improvement and I will reach a series of conclusions about whether I have achieved the proposed objectives, making a judgement about the results of the practical experience and a final personal assessment.

## **2. JUSTIFICATION**

The teaching of a foreign language at school, in this case English, is present throughout the children's schooling, as it is a subject that is worked on from the first stages of learning. During this work we are going to focus on the Infant Education stage.

The teaching of English at these levels is important to be as similar as possible to how we have learned our mother tongue. Our aim should be for pupils to achieve "multilingual and multicultural social communicator behaviour" (Guillén and Alario, 2002, p. 81). In this way, it will enhance pupils' communicative skills in this foreign language and allow them to develop their competences exponentially.

Through the research I am carrying out in my dissertation, I set out to review the different methodologies of foreign language teaching that I was going to apply in my intervention. For example: Krashen with his 5 hypotheses, Brunner with his discovery learning or Vygotsky who considers language as a social concept. In addition, I will analyse the materials I am going to work with through the classifications that some authors made at the time in which they recommended the use of resources that facilitate work with foreign languages. I will also frame the proposal within the current legislation at both national and regional level.

In the school where I did my internship this year, they start with bilingual subjects in the first year of Primary Education. As I was in the third year of



kindergarten, the following year my pupils started to work with bilingualism in two subjects (music and science). I therefore decided to focus on developing and extending content related to these subjects in order to prepare them for the following year.

When I looked at the topics that the teacher had marked out for the year, I realised that they were going to work on animals. The contents to be worked next year in science deal with animals. So, I decided to focus my intervention on this topic. Despite being limited by the textbook, I expanded the contents to work more in depth on the topic.

During the planning of my intervention, I will handle the curriculum both at national level in Spain and at regional level in the autonomous community of Castilla y León. This will allow me to get to know the most important aspects of the current curricular organisation of English teaching in the second cycle of Infant Education and to analyse bilingualism in Primary Education.

## **2.1 RELATION TO THE COMPETENCES OF THE DEGREE**

In the Memory of the Study Plan of the Infant Education Teacher Degree of the University of Valladolid, there are a series of general and specific competences that us, as students, must acquire before finishing the degree. This final degree project demonstrates the acquisition of these competencies in general, and more specifically of those that I highlight below.

- **General competences:**

*1. That students have demonstrated possession and understanding of knowledge in an area of study - Education - which starts from the basis of general secondary education, and is usually at a level which, while relying on advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study. This competence will take the form of knowledge and understanding for the practical application of:*

*a) The main aspects of educational terminology.*

*d) Principles and procedures used in educational practice.*

*e) Main teaching-learning techniques.*

*2. That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study - Education. This competence will take the form of the development of skills that will train the graduate to:*

*a) Be able to recognise, plan, carry out and evaluate good teaching-learning practices.*

*b) Be able to critically analyse and argue decisions that justify decision-making in educational contexts.*

*4. Students are able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences. This competence involves the development of:*

*a) Oral and written communication skills, at level B1, in one or more foreign languages, according to the Common European Framework of Reference for Languages.*

*5. That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy. The realisation of this competence involves the development of:*

*b) The acquisition of strategies and techniques for autonomous learning, as well as training in readiness for continuous lifelong learning.*

*c) Knowledge, understanding and mastery of self-learning methodologies and strategies.*

*e) Encouraging a spirit of initiative and an attitude of innovation and creativity in the exercise of their profession.*

- **Specific competences:**

*A. Basic Training Module:*

*1. Understand the educational and learning processes in the 0-6 period, in the family, social and school context.*

*4. Ability to know how to promote the acquisition of habits based on autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play.*

*5. Know the pedagogical dimension of interaction with peers and adults and know how to promote participation in collective activities, co-operative work and individual effort.*

*7. Ability to identify learning difficulties, cognitive dysfunctions and those related to attention.*

*15. Ability to analyse and critically incorporate the social and educational impact of audiovisual languages and screens, as well as the educational implications of information and communication technologies and, in particular, of television in early childhood.*

*29. Understand that the daily dynamics in Early Childhood Education is changing depending on each student, group and situation and have the ability to be flexible in the exercise of the teaching function.*

*30. Know how to value the importance of stability and regularity in the school environment, timetables and the teachers' moods as factors that contribute to the harmonious and comprehensive progress of the pupils.*

*34. Ability to know how to attend to the needs of the pupils and to know how to transmit security, calm and affection.*

*39. Ability to analyse the data obtained, to critically understand reality and to draw up a report of conclusions.*

*41. Understand and use the diversity of perspectives and research methodologies applied to education.*

*44. To know models of quality improvement with application to educational centres.*

*46. Knowledge of the legislation regulating nursery schools and their organisation.*

*48. To assume that the exercise of the teaching function has to be perfected and adapted to scientific, pedagogical and social changes throughout life.*

*B. Didactic-disciplinary module:*

*8. Promote symbolic and role-playing games as the main means of learning about social reality.*

*13. To be able to carry out experiences with information and communication technologies and apply them didactically.*

*15. To express themselves adequately in oral and written communication and to be able to master techniques to favour their development through interaction.*

*16. Favour the development of oral and written communication skills.*

*20. Recognise and value the appropriate use of verbal and non-verbal language.*

*21. To know the linguistic, psycholinguistic, sociolinguistic and didactic foundations of language learning and be able to assess their development and communicative competence.*

*23. To be able to transmit to children the functional learning of a foreign language.*

*24. To be able to deal with language learning situations in multilingual and multicultural contexts.*

*25. Know children's literature and develop strategies for children's approach to literary texts, both oral and written.*

*30. Be able to use songs, resources and musical strategies to promote auditory, rhythmic, vocal and instrumental education in individual and group activities for children.*

*31. Be able to use play as a didactic resource, as well as to design learning activities based on playful principles.*

*C. Practicum and Final Degree Project Module. Subject: Practicum.*

*2. Be able to apply the processes of interaction and communication in the classroom, as well as master the social skills and abilities needed to foster a climate that facilitates learning and coexistence.*

*3. Tutor and monitor the educational process and, in particular, the teaching and learning process through mastery of the necessary techniques and strategies.*

*4. Be able to relate theory and practice to the reality of the classroom and the centre.*

*5. Participate in the teaching activity and learn to know how to do, acting and reflecting from practice, with a view to innovating and improving the teaching task.*

*7. Be able to regulate the processes of interaction and communication in groups of pupils from 0-3 years and 3-6 years of age.*

### **3. OBJECTIVES**

The **general objective** of this work is to work on a science topic with the last year of infants in preparation for their transition to primary school and the start of bilingual subjects.

As for the **specific objectives**, I propose the following ones:

- To investigate different methodologies related to the teaching of English.
- Use different curricular materials to facilitate language acquisition.
- To study bilingualism in Primary Education and its application in a specific centre.
- Handle the current educational law in Infant Education, both at national and regional level in Castilla y León.

- To offer an intervention proposal following a methodology that favours multilingual and multicultural social communication.
- To reflect on how to increase children's motivation towards English classes.
- To link some English contents with the bilingual subject of science.

## **4. THEORETICAL BASIS**

### **4.1. DIDACTICS OF ENGLISH IN INFANT EDUCATION**

Infant Education in Spain starts from 0 to 6 years old. It is during this stage that the learning of English begins in the centre where the intervention is to be carried out. This is due to the fact that these ages are key in the learning of a foreign language as it is when they discover themselves and become aware of the world around them. The age at which the intervention is to be carried out, 5 years old, gives us the opportunity to work on English in a broader way.

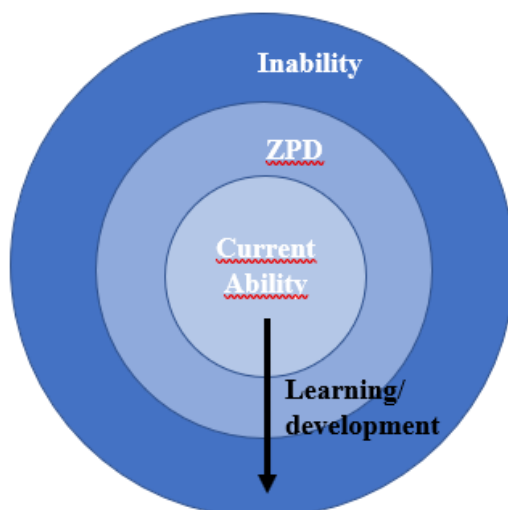
The teaching of this foreign language follows strategies gathered from different methodologies, pedagogical currents and theories developed by several authors, so the teaching-learning process that is going to be proposed will be based on them.

One of the pedagogical currents that will be taken into account is constructivism and Brunner's discovery learning. Students will be encouraged to construct their knowledge through action, with different materials and resources. It is also interesting to consider the "Natural Approach" which argues that language teaching should be done in a natural and organic way, similar to the way we learn our mother tongue (Richards and Rodgers, 1981).

Another author on whom the intervention will be based is Lev Vygotsky. This author considered language as a social concept, as social interactions and the social environment (teachers and families) have an influence on the learning process of children. He also defended the fundamental role of language in education, as it is the main instrument that promotes thinking, develops reasoning and supports cultural activities such as reading and writing. For this reason, in the proposal, the teacher will

act as a guide for the learner through the acquisition of language. When choosing which concepts to work on, the development zones will be given consideration:

- Current Ability (comfort zone) here is what the child already knows and can do if helped. It is very important that the teacher knows it so that he knows where the child starts from.
- The Zone of Proximal Development (ZPD) (learning zone): this covers what the pupil can do with external help, such as that of the teacher (Navarro and Martín, 2018)
- Inability (anxiety zone): in this zone are the things that the pupil would not yet be able to do even with the help of the teacher. This should be assessed by the teacher according to his comfort zone, the child's age, his capabilities...



The next author we are going to focus on, Jerome Brunner, considered language as the most important tool for the cognitive growth of children. As he said, we will go from the concrete to the abstract through three steps: hands-on action, learning with images and transforming learning into language. In addition, we will take into account his spiral curriculum which involves regularly revisiting the same educational topics throughout a student's education (cyclical) by increasing the degree of complexity (Depth) and using their prior knowledge to expand to a higher level of knowledge (prior Knowledge). The students in the intervention have worked during previous years on the topic of animals (in 3 years on pets and in 4 years on the farm).

As for Krashen, the 5 hypotheses he put forward on foreign language acquisition to make language teaching more enjoyable, more efficient, and less costly will be considered (Krashen, 1984):

- **Acquisition-learning hypothesis:** in this hypothesis Krashen states that there are two ways in which second language communication develops: language acquisition and language learning. Language acquisition occurs subconsciously when a person is exposed to a language in a meaningful context. Language learning is a conscious process that requires studying the rules and applying them to communication.
- **Affective Filter hypothesis:** According to this hypothesis, pupils can be influenced by affective factors that can positively predispose them to learning (such as motivation, self-confidence) or, on the contrary, block their learning (such as anxiety, frustration...).
- **Monitor hypothesis:** states that the learned system acts as a monitor of the acquired system. The learned system is the product of formal instruction and conscious learning, while the acquired system is the result of a subconscious process that occurs when a person is exposed to a language in a meaningful context. The monitor is used to correct errors and make adjustments to language output.
- **Input hypothesis:** According to this hypothesis, learners acquire a language when they are exposed to a linguistic input slightly above their current level of proficiency.
- **Natural Order hypothesis:** In this hypothesis, Krashen claims that language learning occurs in a predictable order regardless of age, mother tongue or language learning conditions.

The aim is for students to achieve meaningful learning, a concept developed by David Ausubel. This author considered that in order to learn new concepts it is necessary to start from previous knowledge and relate it to new knowledge (Ausubel,



2002). In other words, new knowledge is added to the cognitive structure by connecting it to the knowledge that they already possess. The incorporation of new knowledge into the cognitive structure is substantive, not arbitrary as in rote learning.

In order for students to learn through meaningful learning, the teacher in the proposal will do the following:

- Identify previous concepts to relate them to the new ones.
- Motivate the students.
- Teach the pupils to put into practice what they have learned to assimilate the knowledge.
- Show examples using diagrams, drawings, or photographs to teach the concepts and pay attention to similarities and differences.

That is to say, the teacher, through an optimal and innovative climate so that the student feels that they can give their opinion and exchange ideas, must plan activities that awaken the student's interest and curiosity through which they acquire knowledge. The teacher will be the guide in this cognitive process. In this way, the concepts that students acquire during the intervention will be more lasting.

Finally, it will focus on the TPR (Total Physical Response) method developed by James Asher. It is based on the theory that a child acquires language through movement and the way children learn their mother tongue. TPR is related to the comprehension approach and combines speech with action. This will be done through games, songs, stories.... I use commands that the children will hear and execute in the routines and during the class such as "stand up, sit down", "stand in line", "walk", "clean yourself".... In addition, I use short sentences and always the same structure and lexis and through different tools such as games, songs, puppets or storytelling.

The teaching will emphasise that children will learn to communicate with a focus on personal development by acquiring "multilingual and multicultural social communicator behaviour" (Guillén and Alario, 2002, p. 81). For this it is important that pupils acquire the language in a natural way, constantly exposing them to the language and creating a linguistic immersion in order to achieve effective learning.

In Pre-school Education, this teaching is carried out through different weekly sessions which differ in length according to the curriculum of the autonomous community. The development of the English sessions requires a correct organisation of the session, and improvisation can be chaotic with children of this age. Therefore, scheduling is one of the most useful tools with which the English teacher will face his or her day-to-day tasks.

There are several methods and resources that can be used to teach English in early childhood education, and it is important to choose the most appropriate ones according to the age, level and needs of the students.

In conclusion, if the linguistic competence of this foreign language is developed from an early age in a natural and organic way, similar to the way we learn our mother tongue, it is much more likely that we will end up with a better level. Those in charge of this teaching should bear in mind that it should ideally be carried out from an early age, using playful and motivating techniques that lead to meaningful learning.

## **4.2. REFERENCE IN THE EARLY CHILDHOOD EDUCATION CURRICULUM**

The teaching of a foreign language is carried out within a curricular framework and each stage has its own legislation which regulates it. As the stage we are talking about and in which the intervention will be carried out is Infant Education, we have to focus on Royal Decree 95/2022, of 1 February, which establishes the organisation and minimum teaching of Infant Education and modifies Organic Law 2/2006, of 3 May, on Education. It is a very recent law. We must also take into account its implementation at regional level in Castilla y León, the region where we are. We have to base ourselves on Decree 37/2022, of 29 September, which establishes the organisation and curriculum of Early Childhood Education in the Community of Castile and Leon.

In the preamble of the Organic Law in force, it is stated that education is lifelong and develops throughout life and therefore education must teach to learn, while nurturing the student's desire to continue learning. It also highlights the importance of adapting the methodology, times and spaces to the group and the pupils, and urges the proposal of motivating activities and teamwork. It also stresses the importance of

creating global learning situations. All this should be considered when planning our classes. In the pedagogical principles, it is emphasised that educational administrations should promote the approach to the foreign language in the second cycle (from 3 to 6 years of age) and more notably in the last year.

It is mentioned that during this stage 3 areas are worked on: Growth in Harmony, Discovery and Exploration of the Environment and Communication and Representation of Reality. We can find the teaching of Foreign Languages in point 5 of area 3: "To value the linguistic diversity present in their environment, as well as other cultural manifestations, in order to enrich their communicative strategies and their cultural background". This point stresses the importance of the multilingual richness of the classroom and the learning of foreign languages "through interactions and playful activities". In addition, using this foreign language as a link, education should be based on respect for and broadening of the culture and society of these countries. Specific mention is also made of children's literature and the importance of working on it in this foreign language.

The curriculum mentions that the aim is not only to learn the language but also other implicit knowledge to enrich the cultural background and develop sensitivity and creativity. One of the assessment criteria refers to the teaching of English focused on oral production: "5.2 Participate in communicative interactions in a foreign language related to everyday routines and situations". (Provision 1654 of BOE no. 28, 2022, p. 14593). In the Basic Skills, reference is also made to the area we are dealing with: "Approximation to the foreign language. Elementos para una comunicación funcional básica" (Provision 1654 of BOE no. 28, 2022, p. 14593).

Turning to the Decree in force in Castile and León mentioned above, we can find the pedagogical principles to be followed in Article 10 of the curriculum. It indicates that attention must be individualised, self-esteem must be boosted, differences must be catered for, personal autonomy must be promoted, and the student must enjoy the learning process....

Furthermore, this Decree states that foreign language teaching will begin in the first year of the second cycle of the stage. It mentions that a minimum of one and a half hours a week should be devoted to its teaching, divided into two lessons, although each centre can extend it, as mine did, with two sessions of one hour each per week. Through

this teaching, several key competences are worked on: Linguistic Communication (CCL), Plurilingual Competence (CP), Citizenship Competence (CC) and Competence in Cultural Awareness and Expression (CCEC).

The contents indicated by the law that must be worked on in this language are (BOCYL núm 190, 2022, p. 48296):

- *Approximation to the foreign language. Elements for basic functional communication: greeting, saying goodbye and thanking.*
- *Instructions in foreign language, associated with classroom routines and games, expressed with redundant productions and supported by gestures and non-verbal language.*
- *Simple, contextualised songs, rhymes, rhymes and stories in the foreign language, with the help of images and other resources, as well as computer and audio-visual media. Enjoyment.*
- *Foreign language lexis in a variety of meaningful contexts.*
- *Progressive approach, in a globalised way, to the phonemes of the foreign language which do not exist in our language.*
- *Linguistic and cultural diversity. Curiosity, respect and living together.*

We must know the law and the decrees in force so as to be able to carry out our educational practice and, personally speaking, my intervention. Furthermore, it is very important that the curriculum is open and flexible so that we can deal with diversity in the classroom (Guillén and Alario, 2002). In this way, we will be able to carry out teaching that allows for adjustment and adaptation according to the student and the class it is focused on.

### **4.3. BILINGUALISM AT SCHOOL AND IN LEGISLATION**

At the school of my internship, they start working with English from the moment the pupils enter the school in the first cycle of Infant Education. When they reach Primary Education they have several bilingual subjects. Therefore, my students, being in the third year of Infant Education, will start to have bilingual subjects next year (science and music). All this is detailed in one of the compulsory programs, the bilingual project.

This plan is carried out by the PEDAGOGICAL COMMISSION, INTERLEVEL TEAMS AND DEPARTMENTS and is reviewed annually.

**The Bilingual project** details the bilingual subjects and indicates that they seek an open and flexible methodology, always based on the linguistic competence of the pupils and their needs, with a mainly communicative approach, for which special emphasis will be placed on linguistic and visual communication. In Primary Education, knowledge corresponding to the following non-linguistic areas is taught in English:

- *Natural Sciences*: 1st, 2nd, 3rd, 4th, 5th and 6th year of Primary Education. In this subject the contents are first taught in Spanish and then the fundamental contents are reinforced in English.
- *Area of Artistic Education*:
  - *Music* → 1st, 2nd and 3rd year of Primary Education. The contents are taught firstly in the mother tongue and will be further developed in English.
  - *Art* → 4th, 5th and 6th year of Primary Education. The practical nature of this subject, and the higher language level of the pupils in these years, is used to promote oral communication in English.

The method they use in bilingual teaching in Primary Education is as follows: Initially, the contents are presented in the mother tongue in connection with the textbook they have in the subject (*Ciencias de la Naturaleza*, editorial S. M.). Afterwards, these contents are connected in English through resources and material created by the teacher. This material focuses initially on reading and word recognition by connecting the image with words or placing Scythian words in gaps. They also use online resources for listening material, anagrams, word searches, singing songs...

The autonomous regulation of Castilla y León referring to the bilingual sections programme is: Oden EDU/6/2006, of 4 January regulating the creation of bilingual sections in publicly funded schools in the Community of Castile and Leon. In addition, two other orders modify it: ORDER EDU\_1847\_2007, of 19 November and ORDER EDU\_392\_2012, of 30 May which modifies Order EDU/6/2006, of 4 January.

#### **4.4. MATERIALS, RESOURCES AND ACTIVITIES FOR ENGLISH LANGUAGE TEACHING**

In order to carry out the teaching of a foreign language, in this case English, it is very useful to use different curricular materials. Guillén and Castro define curricular materials as all those "objects, installations, apparatus, supports, manuals, textbooks... which help the teacher to present the contents, which favour learning and which play an important role in development" (1998, p.93). According to these authors, curricular materials have different functions:

- They help to regulate the organisation of teaching.
- They make it possible to control or inform about the contents to be dealt with.
- They motivate pupils by attracting them (especially at such early ages).

All curricular material must be adapted to the objectives, contents and methodology as well as being suitable for pupils and facilitate the work of the teacher. There are two types of curricular materials according to Guillén and Castro (1998):

- **"Traditional" materials**, which are those traditionally used, such as textbooks, blackboards and worksheets. It could be said that nowadays it is one of the most used not only in the teaching of English but also in the teaching of new areas. In my intervention I will use the textbook used in the Amanda Panda and Friends classroom in Richmond (Annexe 6). For next year, the school have decided to change the material to Cambridge and it is called Greenman and the Magic Forest.
- **"Technical" materials** such as audio-visual aids, computers...

According to Fonseca and Martín (2015) materials can also be divided into:

- **Printed materials**: this includes worksheets, the textbook or books to read in which textual language is usually combined with iconic representations. For example, in my intervention we work with two books: a big book called The Lion and the Mouse and flashcards, a material in which there is a picture or drawing of certain concepts. For example, in my subject I use different flashcards of animals (annexe 3).

- **Real materials or *realia*:** Seaton (1982) refers to this material as real objects that are found in the classroom or can be brought by the teacher to teach English. In this way, the child can touch and manipulate. For example, in my intervention I use a stuffed panda bear called Amanda (annexe 2), which is the character in the book. The use of a puppet like Amanda in English lessons is very useful as it facilitates interaction with the children. I also use in one lesson a bag full of the toy animals we are working with (annexe 7).
- **ICT material:** materials created to be used with new technologies such as the computer or the digital screen and which, in addition to English, also allow them to develop Digital Competence. For example, in my intervention we did two activities with the digital screen. In the first one I used Word (annexe 8) to do a matching activity and in the second one a website called [www.puzzel.org](http://www.puzzel.org) (annexe 9) which allowed me to create a sorting activity. These activities allow the children to be more active in class and motivate them.
- **Audio-visual material:** which would include videos, photographs and even songs that should be shown or played with the new technologies. In my intervention, I play a video with a song and a dance that we have to imitate and learn called fast, slow. We also work on the song What is in my bag and Happy Birthday.

As for the activities that we can carry out in the classroom with or without this material, according to Richards and Lockhart (1994):

- **Application activities:** task in which pupils have to demonstrate what they have learned previously by applying it, using their creativity and skills. For example the play we performed in the final task to celebrate Amanda Panda's birthday.
- **Strategy activities:** these activities allow pupils to develop different learning strategies that allow them to develop the Learning to Learn Competence.
- **Affective activities:** these activities focus on developing interest, confidence and positive attitudes towards learning. Also, they allow children to become more motivated.
- **Feedback activities:** these are activities that allow students to receive feedback on their learning either from the teacher or from a peer.

- **Assessment activities:** they are used to specifically assess a student's learning. At this stage it is best to assess during all the lessons and especially in a final task such as the one I will do in my intervention.

This is not a closed list as one activity can be approached in several ways and work on different things. However, according to Richards and Lockhart, this list "can be useful in trying to clarify what teachers do when they teach and why they select the type of classroom activities they tend to use" (1994, p.166).

## **5. INTERVENTION PROPOSAL**

The intervention I am going to carry out is focused on a 5 year old class in a school in the centre of Palencia. It is a more or less homogeneous class except for some children who need a bit more support and attention.

### **5.1. JUSTIFICATION**

The reason why I have chosen to focus on animals is because my class of 5 year olds will move to primary next year and they will have two bilingual subjects (music and science). By working with animals I am focusing on one of the topics they will deal with in science. By broadening their knowledge of this subject, next year it will be easier for them and they will be able to acquire more knowledge in English about it. In addition, I think it is very important for children to learn about the world and the creatures in it.

### **5.2. SCHOOL CONTEXT**

The context is very important in educational practice as it determines and conditions the teaching-learning process. Therefore, it must be known and analysed when programming interventions. In this point I will analyse the socio-cultural and educational context of the centre.

#### **Socio-cultural context**



The school in which the unit has been carry out is a state-subsidised school located in the centre of the city of Palencia and was founded in 1914. The specific aim of this school is the integral formation of the students from a Christian perspective of the meaning of life.

Many of the families who attend the school live in the immediate vicinity, although others, despite living a little further away, bring their children to the school. This shows that this school has a good reputation among parents or in the province.

The socio-economic level of our school is medium which allows parents to be able to buy their children the materials they need. Families have a medium socio-cultural level and are actively involved in their children's education so that kids grow up in an environment that is conducive to learning and their all-round development. There is no high absenteeism, since when pupils are absent it is for a justified reason. There are few immigrant pupils as the few who have parents from other countries are usually born in Spain.

There is a good relationship and collaboration between the school and the families thanks to the direct contact they have with the teachers and the group and individual tutorials that the teacher has with them. The families of the children are very involved in the school's activities and participate actively in classroom activities. There is also an AMPA which participates in school life by encouraging parents to collaborate with the school in order to achieve the aims of the Educational Project, to promote orientation activities which help parents and to channel parents' initiatives and suggestions to the school. This collaboration can be summed up in a phrase that can be found in the school's ideology: We try to bring to life the motto: "Family and school educate together".

### **Educational context**

The school is attended by a large number of pupils as it has different educational levels. It offers kindergarten (2 and 3 years old), Infant Education (3 to 6 years old), Primary (6 to 12 years old) and Secondary (12 to 18 years old). The school's priority objectives include giving preferential attention to socially, economically and culturally disadvantaged environments, which is why the school receives public funding at all

levels where possible, in accordance with current legislation. In this way the playroom, Infant, Primary and the first four years of Secondary. For the last two years of Secondary, it is necessary to pay a monthly fee.

Turning to the infrastructure of the centre, we find that it is a very large centre due to all the educational levels it covers. It has 3 floors and a basement where the assembly hall and some other classrooms are located. On the ground floor is basically where the kindergarten and Infant Education are located and on the second and third floors are Primary Education and Secondary. The ground floor also houses the management offices. It has three playgrounds and a garden area with trees and plants. One of the playgrounds is small and has a park, scooters and roller skates. Another has a door leading directly to the outside (this is where parents drop off and pick up their children). The last one is inside and is called the playground of the columns.

Infant Education in this centre is a two-track system as there are two groups, "A" and "B", which are maintained from the age of 3 in the first year of Infants until the end of the third year of Infants. They have a continuous school day, as it is taught in the morning from 9 to 2 a.m. There are early risers and a canteen.

The groupings made in each group are based on factors such as the number of pupils per class, their month of birth, the number of pupils with educational support needs and foreign pupils and/or ethnic minorities. When moving to Primary Education there is a mixing of the groups. There are several teachers, who are in charge of dividing up the different subjects (tutoring, English, art, psychomotricity and religion), and a support teacher who enters the classroom to intervene with the children who need it.

For this academic year they have many programs and each one has a coordinator: a Reading plan, an Attention to diversity plan, a Living Together plan, an ICT plan, a Training plan, an Orientation plan, a Bilingual project, a Tutorial action plan, a Linguistic and social adaptation project and a Welcome plan for new pupils aimed at new pupils who may arrive at the centre.

### **5.3. 5-YEARS OLD CLASS**

I teach 3rd grade A Infant Education. This class is next to the other class in their year, 3rd B, and they share a bathroom. Between the two classrooms there is a door that leads

to the colonnaded playground. The classroom is of a normal size and is well lit with 5 windows providing natural light. The tutor has spent the whole stage with the children, she is the English specialist and she also teaches them psychomotor skills.

The group is made up of 24 pupils, 12 boys and 12 girls, aged between 5 and 6. Pupils behave actively in class, they are interested in the activities and proposals, they always answer the teacher's questions and are involved in. Except for a few particular cases, the group has been together since the first year of kindergarten. The economic and socio-cultural situation of the families is medium-medium-high, so they have no problem in buying what their children need. There are several different personalities, but even so they tend to collaborate a lot with each other. It is a fairly close-knit group, although they have defined groups that always get together at break time or outside school to play. Sometimes conflicts arise that need to be solved and worked on, especially in free play.

Although in general they have a good level of competence, a good knowledge base for their grade and are involved in learning, there are different abilities. There are certain children who stand out above the rest and understand things faster and others who have difficulties in certain subjects. It is quite noticeable in their performance and maturity between children who were born at the beginning of the year and are already 6 years old and those who were born at the end of the year and not long after their 5th birthday.

Even so, with a few small exceptions and generalising a lot, all the pupils are able to read relatively fluently, they can distinguish almost all the letters, their graphomotor skills are quite good and they can do mathematical operations of addition and subtraction up to the number 10. They have more difficulty in reading comprehension and in adding more than two digits. Some of the children see a speech therapist because of minor pronunciation problems. The support teacher is in charge of reviewing the phonemes we are teaching in the classroom by reading and writing with 5 of the children.

They have English twice a week (Tuesdays and Thursdays). Each English session usually lasts one hour although sometimes due to the organisation of the day it lasts less time. The book they use in English is *Amanda and Friends for 5-year-olds* from Richmond publishers. They have worked this year on the school and the family in

the first term, the body and clothes in the second term and animals and transport in the third term. The topics in English and the ones we teach in Spanish are not related. In previous years they have worked in English on the pets and farm animals.

They follow a certain routine in English: when they come to class we say good morning and ask them “How are you today?”. We give them several options (happy, sad, hungry, angry...) and they choose. We also ask them how the weather is and give them options (cloudy, sunny, snowing...). Finally, they are asked “What day it is today?": Monday, Tuesday, Wednesday, Thursday or Friday. The children answer. Then we work on the topic and on the book. The teacher uses flashcards and English big books a lot.

In the last hours, they are quite busy so the best time to work with them is at the beginning of the morning. They are very motivated by games and songs. They need to follow the daily routine and if one day they don't follow it, they get a bit out of control. They are quite independent in daily activities (going to the toilet, tying their shoelaces, putting on their coat...).

All these individual characteristics should be taken into account when planning activities. As this is not the first time that they have received trainee teachers, they have had others this year and in previous years, they accept and adapt to different ways of working without problems.

## **5.4. DESIGN OF THE INTERVENTION PROPOSAL**

The unit is called "Let's get to know the animals" and it will be about animals and it is related to the theme 5 of the English book they use. It will have a duration of 8 lessons between the 18th of April and the 16th of May 2023.

### **5.4.1. About the unit / where this unit fits**

The unit I have decided to develop is called “Let's meet the animals”. In it I focus on animals and we celebrate the birthday of the book character, Amanda Panda in the last lesson. It has an estimated duration of 18 th of April to the 16 th of May. The unit consist of 8 lessons in which we cover different topics such as animals, where they live and what they eat. To introduce the unit, we present the animals with flashcards (they

will recognise the farm animals because they saw them last year) and we read a big book of a fable of a lion and a mouse. In the second lesson, I bring a bag and the children discover the animals inside. We also dance twice to a song: Fast, slow. In the following lessons we continue working with songs, read a farm story, see what animals eat and where they live. Through these lessons, we be able to reach different goals and competences.

The unit is connected to the annual plans. To achieve the objectives of the Reading plan we read two books: a big book about animals and a three-dimensional book about the farm. In addition, in the final task we act out Amanda's birthday as if it were a play.

As for the Living Together plan I follow the classroom routine, the rules of coexistence and the rules for the use of materials. As for the bilingual plan, I am going to work so that next year we teach this subject bilingually in science. In relation to the ICT plan, we use online tools in two sessions so that the children learn to use the digital screen. Regarding the Attention to Diversity plan, my methodology take into account the characteristics of each pupil, their socio-cultural context and their learning process.

### FINAL TASK

The final task of my unit is to act out Amanda's birthday as if it were a play, following the teacher's instructions, reviewing what we have worked on in the previous sessions and wearing our own mask of the animal we have to represent. They can take the mask they have created home and in this way the families will also be able to see what their children are participating in.

#### **5.4.2. Important Resources**

During the intervention, different resources will be used:

- Flashcards (annexe 3): monkey, panda bear, snake, elephant, lion, hippo, chameleon, octopus, frog, pig, cow, horse and sheep.
- A bag with animal toys (annexe 6).
- The pet: Amanda Panda (we have her in a teddy bear, annexe 2).
- Printed masks
- Online tools such as [www.puzzel.org](http://www.puzzel.org) (annexe 8) and Word (annexe 7).
- The book "My farm" illustrated by Claire Mumford and published by Bruño.

- The big book that comes with the book and the animal unit.
- Different songs such as *what is in my bag?* or *Fast, slow* by Super simple English! or *Happy birthday*.
- The textbook *Amanda and Friends* for 5-year-olds from Richmond (annexe 1)
- The whiteboard and the digital whiteboard.
- Materials such as paints, pencils...
- Stickers

### **5.4.3. Expectations**

At the end of this unit all the children must:

- Name almost all the animals worked on.
- Associate the gesture or sound with the animal.
- Reproduce some onomatopoeias of the animals worked on.
- Identify and name some farm animals.
- Show what they have learnt by taking part in the play.
- Participate in the creation of the play by drawing their mask.
- Follow the songs while looking at the teacher.
- Can dance to the *Fast, slow* song.
- Know that not all animals live in the same habitat.
- Know that animals eat different things.

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

- Identify the animals and name them.
- Recognise and reproduce most of the onomatopoeias.
- Identify and know several of the animals that live on farms.
- Understands and reacts to instructions they have to follow to carry out different activities.
- Relating different animals to what they eat or their habitats.
- Distinguishes fast and slow.
- Participate in the play following the teacher's instructions.
- Sing the songs and dance to them.
- Handle the digital screen.

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

- Remember all the animals worked on.
- Imitate the animals with mimicry and onomatopoeia.
- Knows farm animals.
- Distinguishes which animal lives in the jungle, in the water or on the farm.
- Understands and follows correctly the instructions to carry out the activities.
- Relates and remembers what each animal eats.
- Participate in the play by actively representing your animal and your role.
- Sing the songs perfectly and dance to them without having to look at the teacher.
- Distinguish without any doubt what is slow and fast.

#### **5.4.4. Timetabling**

The unit has been conducted from 18 April to 16 May 2023. It lasts a total of 8 lessons of which 5 of them lasted 45 min, 2 lasted 30 min and one lasted 20 minutes as the day was very busy and we spent less time on English.

<b>Date</b>	<b>Time</b>	<b>Lesson</b>
Tuesday 18 April	45 minutes	1st lesson: We remember and meet new animals
Tuesday 25 April	45 minutes	2nd lesson: We learn by singing
Thursday 27 April	45 minutes	3rd lesson: What animal is it?
Tuesday 2 May	20 minutes	4th lesson: What do animals eat?
Thursday 4 May	45 minutes	5th lesson: Farm animals
Tuesday 9 May	30 minutes	6th lesson: We become animals
Thursday 11 May	30 minutes	7th lesson: Where do animals live?
Tuesday 16 May	45 minutes	8th lesson: Amanda Panda's birthday

#### **5.4.5. Methodology**

In carrying out this educational proposal, I will consider different teaching-learning methods and strategies so that students can construct their learning and achieve the

proposed objectives. I will seek meaningful learning in children (Ausubel, 2002) by developing and perfecting their previous knowledge, based on their level of development.

In addition, I will consider that children are at a stage in which play is very important for them as a playful, dynamic and motivating factor. Therefore, I will use play as a learning tool.

James Asher's TPR (Total Physical Response) will also be used, which is based on the way children learn their mother tongue. For this, during the classes I will use commands that the children will hear and execute such as "stand up, sit down", "line up", "walk", "clean yourself".... In this way, the child will be able to learn a language in a natural way through movement. I will also consider Krashen's 5 hypotheses to make language teaching more enjoyable and effective.

The teacher will act as a guide who will encourage learning by generating curiosity, initiative, interest and a desire to learn in the child. The individuality of each student, their characteristics, their socio-cultural context and their learning pace will be taken into account in order to adapt the sessions to each one.

In the last session there will be a final task in which the children will apply the concepts worked on in this animal unit and which will allow me to observe their learning in a more complete way.

#### **5.4.6. Competences**

The key competences that students will work on during the sessions are:

- **Linguistic competence:** Recognize sounds of the animals.
- **Citizenship competence:** Respect the habitat of the animals.
- **Personal, social and learning to learn competence:** we play our role in collaboration with our partners in a theatre play.
- **Plurilingual competence:** we work the animals, what they eat and where they live in English.
- **Cultural and artistic competence:** Develop their creativity by drawing.
- **Digital competence:** learn how to use the touch screen.



### Common european framework of reference for languages:

- *General competences:* Skills and know-how, Existential competence, Declarative knowledge and Ability to learn.
- *Communicative language competence:*

**Linguistic competences** include lexical, phonological, syntactic and other dimensions of language as a system considered from the point of view of communicative language competence referring not only to the variety and quality of knowledge but also to the cognitive organisation and the way in which this knowledge is stored and its accessibility.

**Sociolinguistic competences:** refer to the socio-cultural conditions of language use.

**Pragmatic competences:** refer to the functional use of linguistic resources on the basis of scenarios or scripts of interactive exchanges, the mastery of discourse, cohesion and coherence...

#### **5.4.7. Lessons**

As mentioned above, there are 8 lessons. In each one we start with the routine and end with the pick up and farewell.

- Lesson 1: We remember and meet new animals. In this lesson we introduce the topic using flashcards, the game Maria (the teacher) says, read a big book and made a card about it.
- Lesson 2: We learn by singing. We remembered the animals seen in the previous lesson using flashcards, we sang "What is in my bag" while one of the classmates put his hand in the bag and identified which animal he took out and finally we introduced the song Fast and slow.
- Lesson 3: What animal is it? We reviewed the flashcards, remembered and danced to the song Fast, slow and finally we played a mime game in which the

pupils had to act out in pairs the animal indicated by the teacher and have the others guess.

- Lesson 4: What do animals eat? We went through the flashcards, learnt what animals eat and did an online activity about it (annexe 7).
- Lesson 5: Farm animals. We used the flashcards to remember what we worked on in the previous lesson, read a three-dimensional book about the farm and made an index card of the book.
- Lesson 6: We become animals. We use flashcards to remember what we have worked on and we make our own animal masks.
- Lesson 7: Where do animals live? We review with the flashcards, expand on where animals live (not only on the farm) and do an online activity (annexe 8).
- Lesson 8: Amanda Panda's birthday. In this final task we celebrate Amanda Panda's birthday.

#### **5.4.8. Evaluation**

The evaluation of the learning and teaching that takes place in this year will be carried out according to the current law " Royal Decree" 95/2022, of the 1st of February that modifies the Organic Law 2/2006, of 3 May. In the Article 12 of this " Royal Decree" it is stated that the evaluation at this stage will be global, continuous and formative. Not only the results will be taken into account, but the whole teaching-learning process. In this way, the student's learning is evaluated as well as the teaching process and the teacher's methodology, identifying weaknesses and enabling improvements to be made. In addition, it is indicated that the evaluation technique to be used is the direct and systematic observation of the students.

We also take into account the " Decree " 37/2022 of 29 September of Castilla y Leon which indicates that another evaluation technique to be used is the analysis of the students' performance through their productions. Moreover, the evaluation in this community will be criterial and guidance since it does not have the character of promotion or qualification of the pupils, but it is oriented to identify the initial

individual conditions and the rhythm and characteristics of the pupils' evolution. In this way, we will use the results of the evaluation as a means to ensure an educational practice adapted to our students.

**Formative assessment:**

We take into account in the evaluation the knowledge, skills, the degree of development of the key competences and the acquisition of the contents that the pupils have, as each activity has been planned in this respect. This fact is complemented by the teaching-learning process because they can improve and learn their knowledge and skills.

The evaluation instruments to be used in the classroom will be the following:

- Direct and systematic observation: the student's interactions in class will be observed, if they raise their hand, if they participate actively, if they carry out the activities, if they work in a team, how they behave with their classmates... It is also be observed how they handle and treat the material.
- Analysis of productions: the different productions made by the student in each activity is analysed, both individually and collectively, if it is a group production.
- Oral exchanges: their oral interactions are taken into account, not only with the teacher, answering their questions in class, but also with other classmates. The development of their linguistic and social skills will also be taken into account.

Another evaluation instrument to be used is a table with different evaluation criteria to assess students' learning and the degree of acquisition of each specific competence.

Name of the student:				
Evaluation criteria	Assessment criteria			
	1	2	3	4
Name almost all the animals worked on.				
Associate the gesture or sound with the animal.				
Reproduce some onomatopoeias of the animals worked on.				

Identify and name some farm animals.				
Show what they have learnt by taking part in the play.				
Participate in the creation of the play by drawing their mask.				
Follow the songs while looking at the teacher.				
Can dance to the <i>Fast, slow</i> song.				
Know that not all animals live in the same habitat				
Know that animals eat different things				
Observations:				

#### 5.4.7. Attention to diversity

In all classrooms there is diversity that needs to be addressed. Therefore, the aim is to educate each student "in their individuality, consolidating their identity and personal specificity" (Leiva, 2011, p.10). This principle of heterogeneity, whereby each student has a different level, abilities and learning pace, must always be taken into account. In order to know the individual level of each student, we observe in each class who does not understand the content in order to be able to dedicate more time to them. This is done by allowing each student to participate in an activity individually (as in the magic box lesson).

In the decree DECREE 37/2022, of 29 September, which establishes the organisation and curriculum of infant education in the Community of Castilla y León, it states that in the infant stage, "the diversity of abilities, rhythms and styles of maturation and learning, motivations, interests and needs of the pupils must be respected". I have taken all these aspects into account when planning the lessons, making them flexible because if in any class a concept was not clear or there was not enough time, it is explained again in another class. There are also times when, due to certain circumstances, an English class could not be given, which meant that the following lesson, as more time had passed, the contents were a bit forgotten.

Although there were some students with difficulties, they responded well to the proposal and followed the classes without any problem although at some point I had to repeat some words or if for example I was using the flashcards and they didn't remember the name of the animal I would say "Is it a lion or a snake?" and they always knew what to say.

#### **5.4.8. Proposal for improvement**

As with all proposals, the proposal I have developed can be improved as there were some drawbacks and ideas that came to my mind after I had done the lesson. At the beginning, I had planned to do fewer lessons. However, it was a very complicated month as they were organising a performance for the school holidays, which took some time away from English. This meant that the intervention had to be rescheduled after the intervention had already taken place so that the content to be taught and the timing of the classroom and the children would fit in. Another drawback was the digital screen, which could not be used properly in one of the lessons.

However, the children responded well, they seemed motivated and involved in the lessons and the evaluation was successful. Making it longer allowed us to work on the topic for longer, which was beneficial. In the final task, practically all the children participated in Amanda's birthday play.

I will now make a proposal for improvement for next year (2023/2024) in the same school. I will have to take into account that they have changed the textbook as from now on they will use Greenman and the Magic Forest from Cambridge. These new books feature Greenman, a magical protector of the forest, as a character. This could give us the opportunity to work sustainability content into the proposal.

In this new proposal, songs will be used much more at times such as assembly. I would introduce the song *Fast,slow* as part of the routine to move from one side of the classroom to the other. Also, in the first session, instead of working with the Big Book (which I would leave for the second session), I would focus more on introducing the flashcards and reinforcing previous knowledge. In the following lessons, I would use more ICTs as they were very motivating for them and we will work on concepts of sustainability as actions that we must carry out to protect the habitat of the animals. I

would also give them more independence in making their masks, which would give me the opportunity to use the TPR to give directions.

For the final task, the birthday character should be changed, as in the new book she is no longer Amanda but Greenman. She is not an animal per se, although the fact that she lives in the forest like other animals can be used. In addition, the birthday celebration is a great opportunity to introduce different games, for example identifying environments or psychomotor skills.

## 6. CONCLUSION

During the course of this work, the different objectives proposed have been met and different conclusions have been reached, both in terms of the results obtained and my own personal assessments.

The **general objective** was to work on a science topic with the last year of Infant Education with a view to their transition to Primary Education and the beginning of bilingual subjects.

To achieve this, I proceeded to review different methodologies of various authors, to handle the current law to frame the proposal, to study bilingualism in Primary Education and its application in the centre where I was doing my internship, to learn about different curricular materials that can be used at this stage, to look for methods to motivate children in English classes (such as the use of manipulative materials or ICT) and to apply them in my proposal.

In this way, I was fulfilling each of the specific objectives until I achieved the general objective that culminates in the design of the intervention proposal in which I work with the science subject they will be teaching next year, animals.

During this theoretical and practical research I have reviewed the different authors who have enriched English language teaching methods. Being able to apply them in a real classroom has greatly enriched my experience as an Early Childhood teacher and, above all, as an English specialist. It has allowed me to discover the importance of bringing these methodologies to the Early Childhood classroom. In addition, this

intervention has given me the opportunity to see what it was like to carry out a specific intervention.

The transition from Infant to Primary Education is an important time and a time of many changes in children. With this intervention, the aim was to work on a topic that they will see next year in science. Working on it and expanding it for the following year will make the transition easier for them.

In the proposal for improvement, I analysed some of the drawbacks that arose when programming and implementing the proposal. Once I have seen the implementation in practice, I have been able to draw conclusions about what to take into account. I realised how important it is to programme before carrying it out, because even with everything planned, situations always arise that influence the final plan and cause you to have to modify something. In this way I have been able to learn to re-plan the proposal and adapt it to the times and needs of the children in the classroom.

Moving on to the improvement proposal itself, one of the most significant changes I propose is in the final task. I realised that I could have had the opportunity to play games during Amanda Panda's birthday, which would have allowed me to use the TPR thanks to the indications that would have been given. Also, if the routines were maintained in Primary as I mentioned, they will have a sense of security in their new school years.

During the research and planning I have carried out in this work and the opportunity to put my intervention into practice, I have acquired many skills as a teacher. I have learnt to move from theory to practice and I have seen how even with the best planning there are drawbacks that lead to reprogramming. Undoubtedly, this work is a before and after in my training stage and reaffirms the idea that as a teacher it is important that we are always updated and reviewing the different methodologies to be able to take them to the classroom.

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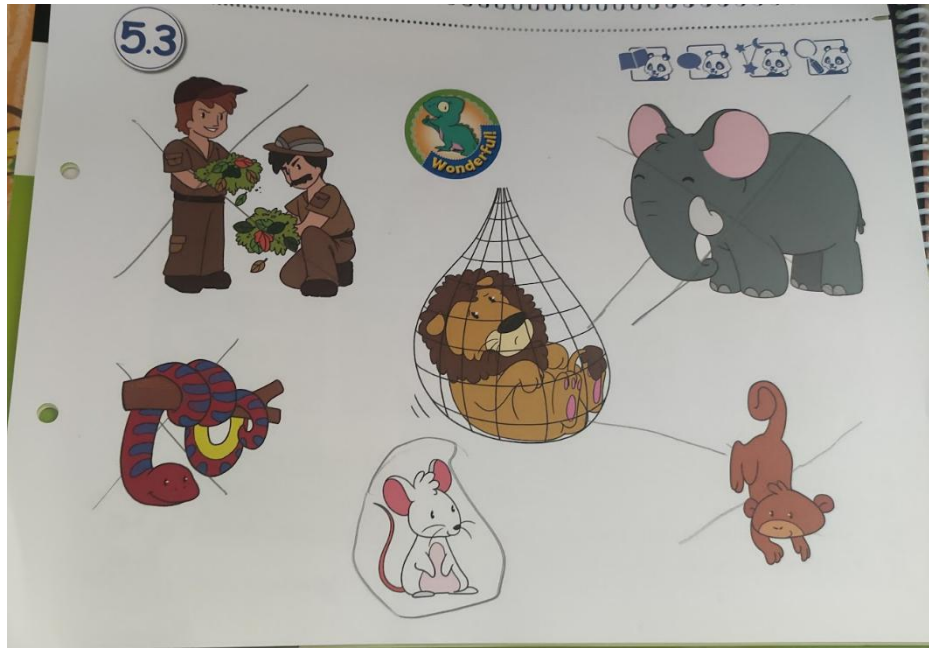
Real Decreto 95/2022, of 1 February, which establishes the organisation and minimum teaching standards for pre-school education.

<https://www.boe.es/eli/es/rd/2022/02/01/95/con>

Spanish Ministry of Education, Culture and Sport (1996). *Spanish and English infant integrated curriculum*. CNIIE.

## 9. ANNEXES

**Annexe 1: Amanda and friends book**





**Annexe 2: Amanda Panda**



### Annexe 3. Flashcards



### Annexe 4: Big book







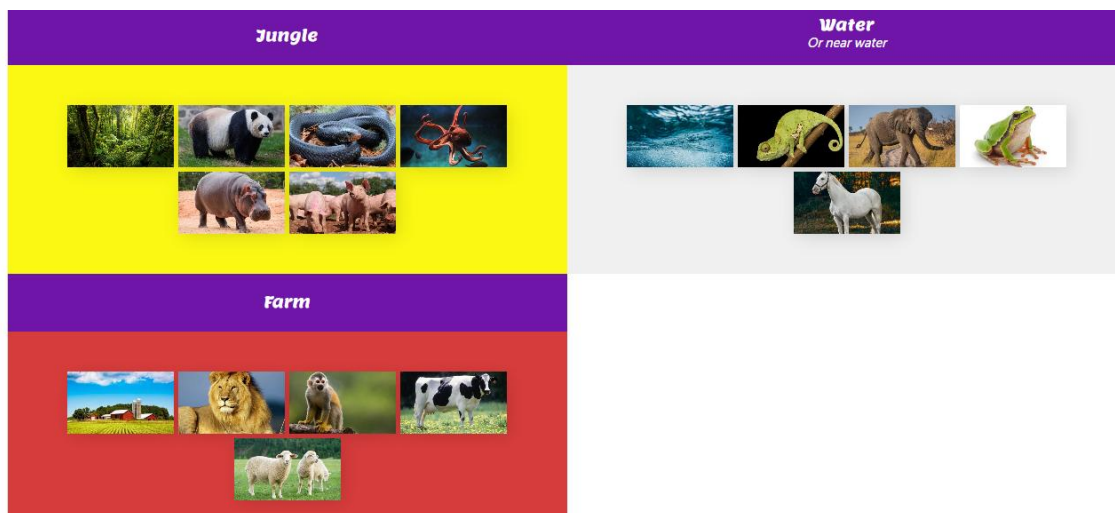
**Annexe 5: Maria says first session.**



**Annexe 6: Bag with animals from lesson 3**



**Annexe 7: Online material from lesson 7**



<https://puzel.org/es/categorize/play?p=-NV8XCpHbNgZllxoHsWr>

**Annexe 8: Online material from session 4**

Match the animal with its food.







### Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria	Resources	Evidence for Assessment
1	<ul style="list-style-type: none"> <li>- Identify previous knowledge</li> <li>- Introduce new animals</li> <li>- Learn about the fable of the lion and the mouse</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- They listen and understand what happens in the story.</li> <li>- Remember and show their knowledge to establish ideas.</li> </ul>	Introduce new animals with the game Simon says.	<ul style="list-style-type: none"> <li>• Direct and systematic observation</li> <li>• Analysis of productions</li> <li>• Oral exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• The big book that comes with the book and the animal unit.</li> <li>• The textbook Amanda and Friends for 5-year-olds from Richmond.</li> <li>• Stickers.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises some of the animals they have seen before.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Imitate the teacher when she represents the animals in "Maria says".</li> <li>- They correctly complete the worksheet of the story.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Review some of the animals worked on previously</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> </ul>	We dance the song <i>Fast, slow</i> .	<ul style="list-style-type: none"> <li>• Direct and systematic observation</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• The song: <i>Fast, slow</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises some of the animals they have seen before.</li> </ul>

3	<ul style="list-style-type: none"> <li>- Know what is fast and what is slow</li> <li>- Dance and sing the song</li> </ul>	<ul style="list-style-type: none"> <li>- Dance and sing the song.</li> <li>- Say certain animals</li> </ul>		<ul style="list-style-type: none"> <li>• Analysis of productions</li> <li>• Oral exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• The textbook Amanda and Friends for 5-year-olds from Richmond.</li> <li>• The digital whiteboard.</li> <li>• Stickers</li> </ul>	<ul style="list-style-type: none"> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Dance and sing the song.</li> </ul>
	<ul style="list-style-type: none"> <li>- Recall some of the animals worked on previously</li> <li>- Review fast and what is slow</li> <li>- Dance and sing the song</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Dance and sing the song.</li> <li>- Say more animals</li> </ul>	We guessed the animal that our peers represent with mime.	<ul style="list-style-type: none"> <li>• Direct and systematic observation</li> <li>• Analysis of productions</li> <li>• Oral exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• The song: <i>Fast, slow.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Recognises some of the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Dance and sing the song.</li> </ul>
	<ul style="list-style-type: none"> <li>- Review the different animals</li> <li>- Identify what animals eat</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Do the exercise online</li> </ul>	Digital game in which we match each animal with what it eats.	<ul style="list-style-type: none"> <li>• Direct and systematic observation</li> <li>• Analysis of productions</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcard</li> <li>• Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Classifies any animal</li> </ul>
4						

		- Know what animals eat		• Oral exchanges		according to what it eats
5	<ul style="list-style-type: none"> <li>- Review the different animals</li> <li>- Know what animals eat</li> <li>- Know which animals live on the farm</li> <li>- See what a farm looks like</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Know what animals eat</li> <li>- Name any animal living on the farm</li> </ul>	We work with the three-dimensional farm book.	<ul style="list-style-type: none"> <li>• Direct and systematic observation</li> <li>• Analysis of productions</li> <li>• Oral exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Farm book</li> <li>• Book: <i>Amanda Panda and friends.</i></li> <li>• Stickers</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Say some farm animal</li> </ul>
6	<ul style="list-style-type: none"> <li>- Review the different animals</li> <li>- Know what animals eat</li> <li>- Make our own animal masks</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Know what animals eat</li> <li>- Finish the mask of our animal</li> </ul>	We made an animal mask.	<ul style="list-style-type: none"> <li>• Direct and systematic observation</li> <li>• Analysis of productions</li> <li>• Oral exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• Book: <i>Amanda Panda and friends.</i></li> <li>• Flashcards</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Say some animals.</li> </ul>

		- Know which animal is our mask.				
7	<ul style="list-style-type: none"> <li>- Review the different animals</li> <li>- Know what animals eat</li> <li>- Know where animals live.</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Know what animals eat</li> <li>- Know which animal is our mask</li> <li>- Know where animals live.</li> </ul>	Online activity in which we classify animals according to where they live.	<ul style="list-style-type: none"> <li>• Direct and systematic observation</li> <li>• Analysis of productions</li> <li>• Oral exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Blackboard</li> <li>• Virtual screen</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Say some animals</li> <li>- Knows where the animals live</li> </ul>
8	<ul style="list-style-type: none"> <li>- Know all the animals</li> <li>- Know what animals eat</li> <li>- Know where animals live.</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Know what animals eat</li> <li>- Know which animal</li> </ul>	Celebrate Amanda Panda's birthday.	<ul style="list-style-type: none"> <li>• Direct and systematic observation</li> <li>• Analysis of productions</li> <li>• Oral</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Amanda Panda teddy bear.</li> <li>• Play-doh.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Say some animals</li> <li>- Knows where the animals live</li> </ul>

<ul style="list-style-type: none"> <li>- Celebrate a birthday</li> <li>- Act out a story narrated by the teacher.</li> <li>- Assume the different responsibilities.</li> <li>- Cooperate with peers</li> </ul>	<p>is our mask</p> <ul style="list-style-type: none"> <li>- Know where animals live.</li> <li>- Act in the play</li> </ul>		<p>exchanges</p>		<ul style="list-style-type: none"> <li>- Act in the play</li> </ul>
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**Lesson 1: We remember and meet new animals**

<b>Lesson 1: We remember and meet new animals</b>		
<b>Learning objectives</b>	<b>Learning outcomes</b>	<b>Evidence for Assessment</b>
<ul style="list-style-type: none"> <li>- Identify previous knowledge</li> <li>- Introduce new animals</li> <li>- Learn about the fable of the lion and the mouse</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Remember and show their knowledge to establish ideas.</li> <li>- They listen and understand what happens in the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises some of the animals they have seen before.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Imitate the teacher when she represents the animals in "Maria says".</li> <li>- They correctly complete the worksheet of the story.</li> </ul>
<b>Discourse/Text targeted</b>	<b>Language targeted- Non-verbal L Targeted</b>	
<ul style="list-style-type: none"> <li>- Instructional</li> <li>- Descriptive</li> <li>- Narrative</li> </ul>	<p><u>Affect display:</u></p> <p>Facial expression which complements our pitch and our intentions. Maintain eye contact with children to foster attention and trust.</p> <p><u>Emblem:</u></p> <p>Teacher uses non-verbal language, such as illustrators when she requires the children to do the same and emblems in order to make the students understand.</p> <p>Every time a flashcard is shown, the teacher will point to it.</p> <p>Teacher simulates <u>gestures</u> with their body that help to understand the difference explanation.</p> <p>Children use <u>verbal thought</u> when they share information orally with their classmates. They also use <u>non-verbal language</u> while they talk to their classmates.</p>	

Teacher changes the pitch, volume and intonation (paralanguage) when she talks in order to emphasize the most important words and to attract students' attention.

**Outline of leading activities**

- Assembly.
- María says
- Big book
- Worksheet of the story
- Pick up

	<b>Timing</b>	<b>Grouping</b>	<b>Pupils</b>	<b>Teacher</b>	<b>Resources</b>
<b>Classroom Management</b>	3 min.	Big group	Answer the questions and complete the routine habits	<p>Hello everyone, how are you today? Are you... sad? Are you... hungry? Are you... happy? (children raise their hands) Oh, me too.</p> <p>And how is the weather? Is it cloudy? Is it snowing? Is it sunny? (the children say yes) Oh, it is a sunny day.</p> <p>what day is today? Today is... Monday. No. Today is... Tuesday. Yes, today is Tuesday.</p>	
	10 min.	Big group	Listen the teacher and imitate the onomatopoeias and	<p>Look! Flashcard?</p> <p>What is this? (Show a lion) Yes! It is a lion! ((I</p>	Flashcards



			gestures.	<p>put it on the floor) (I make the roar of a lion and a sign associated with it)</p> <p>And what is this? (Show a elephant) Oh, it is an elephant (I make the sound of an elephant and pretend I have a trunk)</p> <p>(I repeat with all the animals and the children imitate the onomatopoeias and gestures.)</p>	
	10 min.	Big group	Follow instructions and play the game	<p>Okey, let's play a game!</p> <p>Stand up. María says... we are sheeps.</p> <p>(I show them the flashcard)</p> <p>Bee, bee. (I imitate a sheep and so do the children.)</p> <p>María says... we are horses (I imitate a horse and so do the children.)</p> <p>(I repeat with all animals)</p>	
	15 min.	Big group	Listen the story	<p>Well down. Now, sit down please.</p> <p>Let's read a book. <i>The lion and the mouse.</i></p> <p>One day a little mouse is walking in the</p>	Big book

				<p>forest...</p> <p>(I read the story while showing and pointing to the pictures)</p> <p>Okey, now let's see it on the screen (I'll show you the animation of the book).</p>	
	10 min.	Group	Making the worksheet	<p>All right, we'll take our seats now. Go to your tables. (pencils and notebooks are handed out)</p> <p>Go to this page.</p> <p>We have the hunters (I point to the hunters), the elephant, the lion, the snake, the monkey and the mouse.</p> <p>Who is the hero? the mouse! we go around it (I go around it and they do the same).</p> <p>who tried to help him (I take out the pages of the book and we remember) The monkey and the elephant. Very good!</p>	<p>Book: <i>Amanda Panda and friends</i></p>
	5 min.	Big group	Make a line and pick up the books.	<p>Make a line (I correct them) picks up the book (I repeat with everyone).</p> <p>Okey, goodbye.</p>	<p>Stickers</p>

### Assessment Criteria

Assessment Criteria		
<p><b>All children must be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention some of the animals worked on earlier</li> <li>- Name some animals of the story.</li> <li>- Relate an animal to its gesture or sound</li> <li>- Have heard the story</li> </ul>	<p><b>Most of the children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention some of the animals worked on previously years.</li> <li>- Have understood the story.</li> <li>- Match various animals with their gestures and sounds</li> </ul>	<p><b>Some of the children could:</b></p> <ul style="list-style-type: none"> <li>- Knows how to name almost all worked animals.</li> <li>- Have completely understood the story.</li> <li>- Match all the animals with their gesture and sound</li> </ul>

### Lesson 4: what do animals eat?

Lesson 4: what do animals eat?		
Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> <li>- Review the different animals</li> <li>- Identify what animals eat</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Do the exercise online</li> <li>- Know what animals eat</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Classifies any animal according to what it eats</li> </ul>

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
<ul style="list-style-type: none"> <li>- Instructional</li> <li>- Descriptive</li> <li>- Narrative</li> </ul>	<p><u>Affect display:</u></p> <p>Facial expression which complements our pitch and our intentions. Maintain eye contact with children to foster attention and trust.</p> <p><u>Emblem:</u></p> <p>Teacher uses non-verbal language, such as illustrators when she requires the children to do the same and emblems in order to make the students understand.</p> <p>Every time a flashcard is shown, the teacher will point to it.</p> <p>Teacher simulates <u>gestures</u> with their body that help to understand the difference explanation.</p> <p>Children use <u>verbal thought</u> when they share information orally with their classmates. They also use <u>non-verbal language</u> while they talk to their classmates.</p> <p>Teacher changes the <u>pitch, volume and intonation</u> (paralanguage) when she talks in order to emphasize the most important words and to attract students' attention.</p>
<b>Outline of leading activities</b>	
<ul style="list-style-type: none"> <li>- Assembly.</li> <li>- Flashcards</li> <li>- What do animals eat?</li> <li>- Online game</li> </ul>	

	<b>Timing</b>	<b>Grouping</b>	<b>Pupils</b>	<b>Teacher</b>	<b>Resources</b>
<b>Classroom Management</b>	3 min.	Big group	Answer the questions and complete the routine habits	<p>Hello everyone, how are you today? Are you... sad? Are you... hungry? Are you... happy? (children raise their hands) Oh, me too.</p> <p>And how is the weather? Is it cloudy? Is it snowing? Is it sunny? (the children say yes) Oh, it is a sunny day.</p> <p>what day is today? Today is... Monday. No. Today is... Tuesday. Yes, today is Tuesday.</p>	
	3 min.	Big group	Listen the teacher and imitate the onomatopoeias and gestures.	<p>Look! Do you remember?</p> <p>What is this? (Show a snake) Yes! It is a snake! ((I put it on the floor) (I make the sound of a snake and the gesture associated with it)</p> <p>And what is this? (Show a hippo) Oh, it is an hippo (I make the sound of an hippo and the gesture associated with it).</p> <p>(I repeat with all the animals and the children imitate the onomatopoeias and gestures.)</p>	Flashcards

	10 min.	Big group	Listen	<p>What do animals eat? (I show them the pictures I drew on the board) animals can eat meat (I point to the picture), grass (I point to it) and insects (I point to it)</p> <p>Let's classify them.</p> <p>The elephant eats grass, the lion eats meat... (we classify them all)</p> <p>Okey, let's review.</p> <p>The snake, the lion... eat meat.</p> <p>The cow, the horse... eat grass.</p> <p>And the frog and the chameleon eat insects.</p>	Flashcard and blackboard
	15 min.	Big group	Follow instructions and listen	<p>(I put the game on the virtual screen of matching the animals with what they eat). Sofia, come here (each child goes out to match an animal with what it eats).</p>	
	1 min.	Big group	Say goodbye	<p>Very good! It is time to say goodbye. Bye bye.</p>	
<b>Assessment Criteria</b>					

<p><b>All children must be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention some of the animals worked on earlier.</li> <li>- Relate an animal to its gesture or sound.</li> <li>- Know that not all animals eat the same food.</li> </ul>	<p><b>Most of the children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention some of the animals worked.</li> <li>- Have understood the story.</li> <li>- Match various animals with their gestures and sounds.</li> <li>- Knowing how to classify an animal by what it eats.</li> <li>- Know how to use the digital display properly</li> </ul>	<p><b>Some of the children could:</b></p> <ul style="list-style-type: none"> <li>- Knows how to name almost all worked animals.</li> <li>- Match all the animals with their gesture and sound.</li> <li>- Knowing how to classify all animals by what they eat</li> </ul>
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<b>Lesson 6: We become animals</b>		
<b>Learning objectives</b>	<b>Learning outcomes</b>	<b>Evidence for Assessment</b>
<ul style="list-style-type: none"> <li>- Review the different animals</li> <li>- Know what animals eat</li> <li>- Make our own animal masks</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Know what animals eat</li> <li>- Finish the mask of our animal</li> <li>- Know which animal is our mask.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Say some animals.</li> </ul>
<b>Discourse/Text targeted</b>	<b>Language targeted- Non-verbal L Targeted</b>	

<ul style="list-style-type: none"> <li>- Instructional</li> <li>- Descriptive</li> <li>- Narrative</li> </ul>	<p><u>Affect display:</u></p> <p>Facial expression which complements our pitch and our intentions. Maintain eye contact with children to foster attention and trust.</p> <p><u>Emblem:</u></p> <p>Teacher uses non-verbal language, such as illustrators when she requires the children to do the same and emblems in order to make the students understand.</p> <p>Every time a flashcard is shown, the teacher will point to it.</p> <p>Teacher simulates <u>gestures</u> with their body that help to understand the difference explanation.</p> <p>Children use <u>verbal thought</u> when they share information orally with their classmates. They also use <u>non-verbal language</u> while they talk to their classmates.</p> <p>Teacher changes the <u>pitch, volume and intonation</u> (paralanguage) when she talks in order to emphasize the most important words and to attract students' attention.</p>				
<b>Outline of leading activities</b>					
<ul style="list-style-type: none"> <li>- Assembly.</li> <li>- Flashcards</li> <li>- We make our mask</li> </ul>					
<b>Classroom Management</b>	<b>Timing</b>	<b>Grouping</b>	<b>Pupils</b>	<b>Teacher</b>	<b>Resources</b>
	3 min.	Big group	Answer the questions and complete the	Hello everyone, how are you today? Are you... sad? Are you... hungry? Are you... happy?	



			<p>routine habits</p> <p>(children raise their hands) Oh, me too.</p> <p>And how is the weather? Is it cloudy? Is it snowing? Is it sunny? (the children say yes) Oh, it is a sunny day.</p> <p>what day is today? Today is... Monday. No. Today is... Tuesday. No. Today is Wednesday. No. Today is Thursday. Yes, today is Thursday.</p>	
5 min.	Big group	<p>Listen the teacher and imitate the onomatopoeias and gestures.</p>	<p>Look! Do you remember?</p> <p>What is this? (Show a pig) Yes! It is a pig! ((I put it on the floor) (I make the sound of a pig and the gesture associated with it)</p> <p>And what is this? (Show a horse) Oh, it is an horse (I make the sound of an horse and the gesture associated with it).</p> <p>(I repeat with all the animals and the children imitate the onomatopoeias and gestures.)</p> <p>(we dance to the song Fast and slow)</p>	Flashcards

	5 min.	Big group	Listen	What do animals eat?  (I put meat-eating animals together, insect-eating animals together and grass-eating animals together while we say it out loud).	Flashcard
	10 min.	Group and individual	Making the mask	Go to your tables. (pencils and mask are handed out)  Oh, you have a pig. And you have a lion. Let's decorate it	Book: <i>Amanda Panda and friends</i>
	1 min.	Big group	Say good bye	Its time to say good bye.	

### Assessment Criteria

<p><b>All children must be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention some of the animals.</li> <li>- Relate an animal to its gesture or sound .</li> <li>- Know what some animals eat</li> <li>- Know what animal my mask is made of</li> </ul>	<p><b>Most of the children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention some of the animals worked.</li> <li>- Match various animals with their gestures and sounds</li> <li>- Knowing how to classify an animal by what it eats</li> <li>- Knowing what animal your mask is made of and what it eats</li> </ul>	<p><b>Some of the children could:</b></p> <ul style="list-style-type: none"> <li>- Knows how to name almost all worked animals.</li> <li>- Match all the animals with their gesture and sound</li> <li>- Knowing how to classify all animals by what they eat</li> </ul>
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**Lesson 8: Amanda Panda's birthday**

<b>Lesson 8: Amanda Panda's birthday</b>		
<b>Learning objectives</b>	<b>Learning outcomes</b>	<b>Evidence for Assessment</b>
<ul style="list-style-type: none"> <li>- Know all the animals</li> <li>- Know what animals eat</li> <li>- Know where animals live.</li> <li>- Celebrate a birthday</li> <li>- Act out a story narrated by the teacher.</li> <li>- Assume the different responsibilities.</li> <li>- Cooperate with peers</li> </ul>	<ul style="list-style-type: none"> <li>- Realize questions and raise the feeling of explore.</li> <li>- Know what animals eat</li> <li>- Know which animal is our mask</li> <li>- Know where animals live.</li> <li>- Act in the play</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises the animals.</li> <li>- Imitate the onomatopoeias and gestures.</li> <li>- Say some animals</li> <li>- Knows where the animals live</li> <li>- Act in the play</li> </ul>
<b>Discourse/Text targeted</b>	<b>Language targeted- Non-verbal L Targeted</b>	
<ul style="list-style-type: none"> <li>- Instructional</li> <li>- Descriptive</li> <li>- Narrative</li> </ul>	<p><u>Affect display:</u></p> <p>Facial expression which complements our pitch and our intentions. Maintain eye contact with children to foster attention and trust.</p> <p><u>Emblem:</u></p> <p>Teacher uses non-verbal language, such as illustrators when she requires the children to do the same and emblems in order to make the students understand.</p> <p>Every time a flashcard is shown, the teacher will point to it.</p>	

	<p>Teacher simulates <u>gestures</u> with their body that help to understand the difference explanation.</p> <p>Children use <u>verbal thought</u> when they share information orally with their classmates. They also use <u>non-verbal language</u> while they talk to their classmates.</p> <p>Teacher changes the <u>pitch, volume and intonation</u> (paralanguage) when she talks in order to emphasize the most important words and to attract students' attention.</p>
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**Outline of leading activities**

- Assembly.
- Flashcards
- Amanda Panda's birthday

	Timing	Grouping	Pupils	Teacher	Resources
<b>Classroom Management</b>	3 min.	Big group	Answer the questions and complete the routine habits	<p>Hello everyone, how are you today? Are you... sad? Are you... hungry? Are you... happy? (children raise their hands) Oh, me too.</p> <p>And how is the weather? Is it cloudy? Is it snowing? Is it sunny? (the children say yes) Oh, it is a sunny day.</p> <p>what day is today? Today is... Monday. No. Today is... Tuesday. Yes, today is Tuesday.</p>	

	5 min.	Big group	Listen the teacher and imitate the onomatopoeias and gestures.	<p>Look! Do you remember?</p> <p>What is this? (Show a pig) Yes! It is a pig! ((I put it on the floor) (I make the sound of a pig and the gesture associated with it)</p> <p>And what is this? (Show a panda) Oh, it is an panda (I make the sound of an panda and the gesture associated with it).</p> <p>(I repeat with all the animals and the children imitate the onomatopoeias and gestures.)</p> <p>(we dance to the song Fast and slow)</p>	Flashcards
	5 min.	Big group	Listen	<p>What do animals eat?</p> <p>(I put meat-eating animals together, insect-eating animals together and grass-eating animals together while we say it out loud).</p>	Flashcard
	10 min.	Big group	Listen and act	<p>(I tell the children to put on their masks and place themselves in their habitat)</p> <p>Ooh, do you know what today is?</p> <p>Today is... Amanda's birthday! (I put the</p>	Amanda Panda teddy bear, flashcards of the jungle and Play-doh.

				<p>birthday hat on her)</p> <p>She's turning six (I make six with my finger).</p> <p>Let's go celebrate</p> <p>She has friends in the jungle and she calls them. Ring ring ring ring (I give a phone to a boy) Hi, it's Amanda. It's my birthday. Do you want to celebrate with me?</p> <p>Okey, came with me (they sit in the assembly)</p> <p>We repeat with farm and water</p> <p>Let's sing: Happy birthday, happy birthday, happy birthday...</p> <p>Let's have a birthday meal. Sit down (sit down at their tables)</p> <p>(Children sit in their place, hand out play dough) Let's make our meal: lion, snake.... Meat. Elephant, Horse... Grass. Chameleon and frog insects...</p> <p>You also make "bamboo" to Amanda Panda</p>	
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				<p>(children come forward to offer the bamboo to Amanda as a gift)</p> <p>(I leave them 5 min) Lets eat (we make we eat)</p> <p>Okey, clean up.</p> <p>Sit down in the assambly</p> <p>You had a good time, are you happy? Okey, let's sing Happy Birthday again...</p> <p>(I put back the sheets of paper) Okey lion, elephant... Go back to the jungle (bye-bye) sheep, horse, cow go back to the farm... And the octopus, the frog and the hippopotamus go back to the water. Goodbye</p>	
	1 min.	Big group	Say goodbye	It's time to say goodbye.	

**Assessment Criteria**

<p><b>All children must be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention the animals.</li> <li>- Relate an animal to its gesture or sound.</li> </ul>	<p><b>Most of the children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Mention some of the animals worked.</li> <li>- Have understood the story of the birthday of Amanda Panda.</li> <li>- Match various animals with their gestures</li> </ul>	<p><b>Some of the children could:</b></p> <ul style="list-style-type: none"> <li>- Knows how to name almost all worked animals.</li> <li>- Match all the animals with their gesture and sound.</li> <li>- Knowing how to classify all animals by what they</li> </ul>
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<ul style="list-style-type: none"><li>- Know animals eat.</li><li>- Know what animal their mask is made of</li><li>- Know what animal your mask is made of and what it eats and live</li></ul>	<p>and sounds.</p> <ul style="list-style-type: none"><li>- Knowing how to classify an animal by where they live and eat</li></ul>	<p>live and eat.</p>
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