TRABAJO DE FIN DE GRADO

DEVELOPING ENGLISH ORAL SKILLS THROUGH A
PROJECT-BASED LEARNING IN 2ND GRADE OF PRIMARY

DESARROLLO DE LAS DESTREZAS ORALES EN INGLÉS A
TRAVÉS DE UN APRENDIZAJE BASADO EN PROYECTOS EN
2º DE PRIMARIA.

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Abstract:

This project analyses the importance of developing linguistic skills in the Primary Education classroom, highlighting their role in the teaching-learning process. For this purpose, theoretical research has been carried out covering different points of view, methodologies and contributions of prominent authors who support the importance of promoting oral expression in students. Likewise, a didactic proposal is presented for the second year of primary school on animals in the area of Natural Sciences taught in English, as it is a bilingual school, with the aim of promoting students' oral skills. To this end, the Communicative Approach is used within this method, the proposal uses Project Based Learning and an attractive and motivating work dynamic with manipulative materials for the students. Finally, the conclusions derived from the implementation of the didactic unit are shown, evaluating the results achieved and proposing possible improvements for future applications.

Key words: Primary education, bilingual education, linguistic skills, oral skills, teaching proposal.

Resumen:

Este trabajo analiza la importancia de desarrollar las destrezas lingüísticas en el aula de Educación Primaria, destacando su papel en el proceso de enseñanza-aprendizaje. Para ello, se ha realizado una investigación teórica que abarca diferentes puntos de vista, metodologías y contribuciones de autores destacados que apoyan la importancia de promover la expresión oral en los estudiantes. Asimismo, se presenta una propuesta didáctica para segundo de primaria sobre los animales en el área de Ciencias de la Naturaleza impartida en inglés ya que se trata de un centro bilingüe, con el objetivo de fomentar las destrezas orales de los estudiantes. Para ello, se utiliza el Enfoque Comunicativo dentro de este método, en la propuesta se trabaja el Aprendizaje Basado en Proyectos y una dinámica de trabajo atractiva y motivadora con materiales manipulativos para los estudiantes. Finalmente, se muestran las conclusiones derivadas de la puesta en marcha de la unidad didáctica, evaluando los resultados logrados y proponiendo posibles mejoras para aplicaciones futuras.

Palabras clave: Educación Primaria, educación bilingüe, destrezas lingüísticas, destrezas orales, propuesta didáctica.

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1- Introduction

The following document presents the final project of the Degree in Primary Education with a major in English, which is the reason why throughout this work an intervention has been designed and developed with the aim of successfully completing this university degree.

This work is dedicated to the enhancement of linguistic skills, especially speaking, and it is designed for a second year of Primary Education in a state Bilingual School. It is set in the area of *Natural Science* using English as a vehicular language and with the theme of animals as part of the contents set by the Spanish Curriculum. It is focus on the importance of developing oral skills from Primary Education and that is the reason of the title, *Developing English oral skills through a Project-Based Learning in 2ⁿᵈ grade of Primary.*

The theme of oral skills is chosen since children do not know how to express themselves in public and they are not used to doing it and being able to communicate in a proper way is crucial since it is the means through which one learns about one's identity, behaviour, and feelings. In addition, language serves as a tool for understanding the environment in which one lives, the nature, and its structures. Knowledge and ideas are also inherited from past generations and passed on to the next generation through language. In short, language is the vehicle for understanding both the world and one's own person (Miranda, 2011).

Hence, this document is focused on how to enhance speaking and promote activities such as reaching a decision, making sentences in pairs, or deciding the animal's classification where communication is the centre.

In order to achieve our objectives, this dissertation follows an analytic methodology as research has been carried out to find out authors and theories that support the idea that linguistic skills are important and about second language teaching. Moreover, the Royal Decree 157/2022, which establishes the organization and minimum teachings of Primary Education and Decree 38/2022 that establishes the organization and curriculum of primary education in the Community of Castilla and León. Nevertheless, other official documents such as the European Framework of References for Languages or the European Language Portfolio, among others, have been taken into account.

This document is divided in different chapters, so in chapter two is possible to find information about objectives, following by a justification of the project, then the theorical framework, later the proposal and a final conclusion.

2- Objectives

The main objective of this final project is to design a didactic proposal for learning English as a second language in the subject of *Natural Science* which is based on the animals´ contents for a second grade of Primary. To achieve this, some specific objectives have been established:

→ To investigate the importance of language in the context of education.

→ To search bibliography that supports and explains the information detailed in the framework.

→ To promote speaking among pupils in the primary stage, especially in the second year.

→ To design and evaluate a proposal for a specific context taking into account the students' needs and interests.

→ To present detailed conclusions about the development of this project.

3- **Justification**

The use of screens in childhood has raised concerns about their impact on language development. Authors such as Madigan *et al*. (2020) point out that:

> It has been argued that screen use can be a passive or sedentary behaviour that can displace critical learning opportunities for growth and development, such as language. That is, when young children are exposed to screens, they are not engaging in verbal dyadic exchanges that have been shown to promote communication and language acquisition (p. 666).

Technology is in everyday situations, and children are truly exposed to it. Since that, they do not communicate face to face as much as children did decades ago when there was no technology. As they are not used to speaking and having conversations, they do not know how to express themselves and verbalise information, or experiences. That is why this final project is focused on the development of oral skills.

As communication is essential for human development, strengthening it in educational settings is fundamental. In this line, Pérez (2022, p. 119) points out that:

> If communication is a fundamental activity within human existence, from the training scenarios, starting with the family and moving on to educational spaces, emphasis should be placed on strengthening its appropriation and use, which will undoubtedly provide learning for academic and social action.

The school environment is the place where children can improve their speaking since they are exposed to social situations that require communication. As it will be seen, these cases can be among students or with the teacher who has a higher level so he or she will help language development as Vygotsky set in his Zone of Proximal Development (1978). The same would happen if parents chose to spend time with their children instead of giving them screens and video games. As this is not likely to happen in every family, schools must provide them with the proper opportunities to improve their oral skills.

On the other hand, there are some cases of university students and adults who feel insecure when speaking in public. That is because, during the school stage, they did not have any activity that promoted it. So, this final project is oriented toward encouraging children in situations that

require speaking to ensure that they gain the confidence to speak in public so that in the future they will not have problems of insecurity and stage fright.

In addition, in today's society, a large number of cultures coexist, giving rise to communities where not only traditions but also languages are shared. According to Guillen *et al*. (2002), globalisation is one of the main reasons for including a second language in education, as this phenomenon encourages interaction between different cultures and backgrounds, which is becoming increasingly common in the classroom. In this context, it is essential to promote respect for different cultural identities, using the educational environment as an opportunity to equip students with essential communication skills. This contributes to developing plurilingual and pluricultural competences, as outlined in the curriculum and detailed in the Common European Framework of Reference for Languages (CEFR).

This is the reason why this document is focused on the learning/ teaching of a second language, since English is considered a global language, and it is included in the curriculum. In the designed proposal those contents have been considered as well as English as a vehicular language.

4- Theorical Framework

4.1. Bilingual education

According to Aparicio 2009, since the approval of the Spanish Constitution in 1978, Article 3 of which recognises the co-official status of the autonomous languages in their respective territories, bilingualism has been consolidated as a key aspect of the educational and cultural landscape in Spain. At school level, the bilingual education model began to be implemented in 1996 thanks to an agreement between the Ministry of Education and the British Council, starting in 42 primary schools with a curriculum that allocated 40% of teaching hours to English. At present, the distribution of bilingual teaching in schools varies according to the educational stage, thanks to Decree 38/2022, the timetable distribution can be observed. From an initial approach in Pre-school and the first cycle of Primary with a limited timetable, to a minimum of 30% and a maximum of 50% of subjects taught in a foreign language in the second cycle of Primary, including areas such as Knowledge of the Natural, Social and Cultural Environment. In addition, from the 5th year of Primary School onwards, the possibility of learning a second foreign language is introduced with a load of two hours per week.

Despite progress, the Spanish bilingual model poses challenges. In many cases, the number of hours taught in the foreign language does not exceed 30% of the curriculum, making it difficult to consider pupils as 'bilingual' in a full sense. For bilingual education to be truly effective, collaboration between families and institutions is essential, encouraging more integrated learning and greater exposure to the foreign language both in and out of the classroom. This joint effort is key to educating generations capable of functioning in an increasingly globalised and intercultural world (Aparicio, 2009).

According to Royal Decree 157/2022, the main objective of Foreign Language Education in Primary Education is to develop basic communicative competence, promoting the appropriate use of the foreign language for communication and learning. This approach is based on the principles of plurilingualism, integrating the communicative and intercultural dimension, and fostering respect and understanding of linguistic and cultural diversity. In this context, the aim is to prepare students to exercise an active and committed global citizenship, enhancing their ability to manage intercultural situations and dialogue in democratic and pluralistic environments.

On the other hand, according to Ardilla, 2012, bilingualism presents a series of advantages and disadvantages that affect both the cognitive development and the linguistic competence of individuals. Among the advantages, a greater metalinguistic awareness stands out, which implies a better understanding of the structure and functioning of languages. In addition, bilinguals tend to exhibit greater cognitive flexibility, enabling them to develop categorisation operations at different levels of abstraction. However, there are also disadvantages associated with bilingualism, such as possible interference between the two languages, which may manifest itself in difficulties in maintaining the separation of the two linguistic systems, affecting fluency and accuracy in the use of each language.

All in all, the implementation of the bilingual model in 1996 was a milestone in education, with efforts aimed at integrating foreign languages into the curriculum and developing pupils' communicative competence. Although significant progress has been made, there are still challenges related to the limited foreign language teaching load and the need for more integrated learning. To maximise the benefits of bilingual education, effective collaboration between educational institutions and families is essential, as well as an approach that promotes both multilingualism and the intercultural dimension.

4.2. Second language acquisition theories

There are certain theories supported by prominent authors that provide guidelines for successfully introducing children to a second or foreign language. Among the authors, Vygotsky, Bruner, and Krashen can be highlighted.

According to Bruner's (1961) Discovery Learning Theory, infants learn new concepts better through experimentation and play. For this author, the role of the teacher is one of support and facilitation, with slow and repeated speech, so that students acquire new structures successfully.

Moreover, Vygotsky says that the students are the protagonists in the classroom while the teacher acts as a mediator and facilitator of learning. Following Bruner, the teacher's role is crucial in the learning process. He also created Scaffolding (1976), stressing the importance of offering time-based support to learners while they complete tasks, gradually removing this support as pupils become more independent. For instance, the teacher provides positive feedback to students during and after completing tasks.

On the other hand, Krashen developed several hypotheses. The Affective Filter Hypothesis (1977), according to Krashen states that student motivation, which will be developed later, can be increased by a relaxed and safe classroom environment, thus encouraging the desire to learn a foreign language. Thus, in the classrooms where the unit has been developed, a good atmosphere has been fostered by promoting positive interpersonal relationships. The Input Hypothesis (1983) states that simple language, with short sentences that follow the same pattern in structure, helps second language acquisition. Therefore, during the project, simple structures such as 'It has..., it lives...it eats...' have been used to facilitate comprehension and acquisition of both language and content. Finally, The Acquisition Hypothesis (1983) states that with the appropriate techniques such as movement and songs, children learn the language naturally as they do with the acquisition of the mother tongue.

4.3. Communicative Approach

The theories mentioned some paragraphs before, provide the basis for understanding the acquisition of a second language. However, in the 1970s, the Communicative Approach, whose main objective is to promote language as it is used, in such a way as to achieve optimal development of communicative competence, was defined as:

> A set of skills and knowledge possessed by speakers of a language, enabling them to communicate in that language, and make use of that language in speech situations, speech events, and speech acts. What we say and do has meaning within a framework of cultural knowledge. The way we use language is rooted in collective cognition, through which we make sense of our experience (Pilleux, 2001 cited by Erazo, 2019 pp. 50-51).

Therefore, the communicative approach equips the learner with the necessary skills to function in any English context. This approach prioritises meaningful communication and proposes real situations to the learner so that he/she is able to interact with any of them. Learning is dynamic, putting fluency before grammatical errors.

The principles of the Communicative Approach establish activities focused on real life, tolerance of mistakes as part of learning, and encouragement of communicative strategies. Therefore, this approach focuses on enriching the learning objectives as it aims for students to be able to use the linguistic system to communicate safely and effectively (Luzon and Soria, 2004 cited by Erazo 2019).

As part of the Communicative Approach, Project Based Learning (PBL) is presented as an effective methodology that allows students to develop their communicative competence through real situations, promoting interaction, collaborative work and problem solving in authentic contexts.

Project-based learning (PBL) is an active methodology that allows students to take a central role in their own learning, promoting the development of key competences such as research, problem solving and teamwork (Espinoza Freire et al., 2020 cited by Zambrano et al. 2022, p.174). This approach finds its origin in the work of Kilpatrick (1918), who established the foundations of the method through his publication Project Method, highlighting the importance of the active role of the student in the teaching-learning process (Cascales-Martínez & Carrillo-García, 2018 by Zambrano et al. 2022, p.175).

PBL is based on solving real problems, a practical approach and collaborative learning, encouraging students to be the protagonists of their education while the teacher assumes the role of guide and facilitator (Lloscos, 2015 by Zambrano et al. 2022, p.175). Among its main advantages is the ability to contextualise content and foster student autonomy, in addition to stimulating emotional, intellectual and personal growth through direct experiences in different socio-cultural contexts. It also promotes formative assessment, allowing constant feedback between teachers and students (Galeana, 2006).

However, the implementation of PBL also presents challenges. It requires a well-structured instructional design and collaboration between teachers, pedagogues and technology experts if digital tools are incorporated. Moreover, it can be a costly model in terms of time and resources, as it involves detailed planning and the need to coordinate schedules and activities among participants. Cultural and methodological differences can also create difficulties in interaction and project development (Galeana, 2006).

Despite these challenges, PBL continues to establish itself as an effective strategy for improving student motivation and fostering meaningful learning based on experimentation, discovery and collaboration. Its application in the classroom represents a move towards more dynamic methodologies aligned with the needs of the 21st century, empowering students with key skills for their academic and professional future.

4.4. Language in education

As discussed in previous sections, language is a fundamental aspect of everyday life and, therefore, its role in school is of vital importance. Language has been defined as helping to construct knowledge and is linked to cognitive mechanisms (Avendaño, *et al.* 2019). There are studies and research on whether thinking and language are connected, as Álvarez (2010) explains, for Vygotsky both come from different genetic roots, which indicates that they develop independently of each other.

In school, language must be treated with special care as it provides students with the knowledge and skills necessary for their all-round development. They are thus prepared to face the real world, solve problems, and build social relations. As Miranda (2011) says: "language, in all its dimensions, should be stimulated in all classroom experiences, regardless of the subject area, so it should be a tool for accessing useful information, interacting with their social environment, and generating applicable and useful knowledge" (p. 164).

Furthermore, language is not only used to exchange knowledge but also the basis for developing linguistic skills which provide humans with the ability to express and live in society. These skills (speaking, listening, writing, and reading) are strengthened during the stages of Primary Education, assessing the student's learning ability, so they play a significant role throughout primary education. Considering school as a place of social interaction, the importance of linguistic skills is clear. Each of these skills complements each other and all of them have a value in school: "If the classroom is seen as a space where diverse and interrelated discursive activities take place, it is clear that the different language skills do not occur in isolation and that their teaching involves the confluence of all of them" (Camps, 2005, cited by Avendaño *et al.* 2019 p. 189).

Encouraging speeches, debates, storytelling or interview games provide students with moments when they need their linguistic skills, thus creating an opportunity for improvement.

4.5. Linguistic Skills

Linguistic skills are defined as the active use of language, being that language is a social activity with communication as the main aim. These skills are classified according to the transmission (oral and written) and to the function they have in communication (productive and receptive). They are speaking, writing, listening, and reading (Centro Virtual Cervantes, n.d.).

Mastering linguistic skills is connected to language, understood as an instrument for constructing knowledge and relationships. According to Vygotsky (1978), language is an instrument of social communication as well as a central mechanism for cognitive development. As noted by Casabonne, & Droguett, (2014) "One of Vygotsky's basic principles is that language plays a central role in mental development, as it is a fundamental cultural tool, which allows us to think logically and to learn new behaviours" (p. 7-8). This emphasises the importance of linguistic skills, as good development provides the person with logical thinking and the ability to express his/her experience.

Similarly, Avendaño *et al.* (2019), highlight the social value of language, arguing that "language has a social function that makes possible human organisation and cohesion, interaction, cognition, knowledge, and the cultural world as we know it" (p.189). These perspectives demonstrate the dual role of language: it enables interaction with others and serves as a central axis for understanding the world.

From an early age, children are in social situations, and it is then that these skills begin to develop. The promotion of communication skills in the area of education is crucial since it is at this age when these skills are nurtured and refined. So, education plays a fundamental role in the development of these skills as language is the tool for interaction and learning.

4.6. Teaching Speaking

Encouraging speaking in the classroom is an active practice that helps to make faster progress (Lynch, 1996). This skill can be promoted by simple activities such as small interactions as well as repetition exercises.

Within these interactions, there are two types, teacher-student and student-student interactions. Focusing first on teacher-student interactions, they are considered to be when the teacher asks a question and either the class together or a single student answer. There are two possible questions: display questions which are the ones that the teacher uses to check the knowledge that pupils are acquiring, so in this case, the communication is light (Lynch, 1996). On the other hand, referential or real questions are defined by Lynch (1996) as questions that seek new information, i.e. questions that give students more freedom to express themselves.

It is true that the most common questions in the classroom are display questions, as the teacher tends to be looking for a specific answer, testing the knowledge that students are

acquiring, and providing feedback limited to correct or incorrect. Nevertheless, according to Brock (1984), real questions have more benefits and should be introduced in the classroom. Some of these benefits are that they allow students to give longer answers. Secondly, they foster participation and engagement, and finally, if teachers focus only on display questions, students will feel demotivated as they have limited opportunities to express their ideas.

According to Lynch (1996) teachers are truly used to intervening to control and reorganize, but in moments of oral practice, this role should be changed and let the students themselves take over so that they have the opportunity to speak freely. As a result, they will be developing their communication skills and gaining confidence.

As previously mentioned, there is also peer interaction, in this case between students. For this type of interaction to occur there must be teamwork, including both small groups and pairs. In these moments, students have the opportunity to interact as much as they want, and to reduce the fear of public speaking (Lynch, 1996).

Group practice has some positive aspects:

- Students do not notice the mistakes their peers make (Porter, 1986 cited by Lynch, 1996, p.111).
- Many more language functions are used (Long, *et al.,* 1976 cited by Lynch, 1996, p.111).
- Students give longer responses than when interacting with the teacher (Rulon and McCreary, 1986 cited by Lynch, 1996, p.111).

In this type of activity, negotiation of meaning is put into practice, that is, speakers correct each other in order to understand both sides. However, this type of activity can lead to frustration on the part of the speakers, which is its negative side. George Yule quoted by Lynch, 1996, stated his experience of how cooperative activities can create confrontation and competition, with one member dominating the other.

Therefore, although the purpose of cooperative tasks is to foster communication, it must be appreciated that negotiation of meaning is very likely to occur. For this reason, in the creation of cooperative tasks it is important to create a good working environment where participants can receive feedback and do not feel discouraged, (Lynch, 1996). Activities such as barrier games where one student needs to listen carefully to his/her partner because the partner is giving

him/her important information to complete a text, or a drawing. Another can be drawing a story in which the student needs to draw the important moments of the story that his/her partner is telling, (Ministerio de Educación, Cultura y Deporte, 2015)

4.7. Motivation and affectivity in the classroom

Motivation as defined by Carrillo *et al*. (2009): "is that which moves or has the efficacy or virtue of moving; in this sense, it is the engine of human behaviour" (p.21). Likewise, Carrillo *et al.* (2009) state that: "in a given situation, motivation determines the level with what energy and in what direction we act" (p. 21). Therefore, in the classroom it is important to create an atmosphere of motivation that takes into account students' interests and preferences, enabling them to feel engaged and eager to learn.

Maslow's theory (1956) called the Hierarchy of Human Needs shows that human beings have several needs, with the basic physiological and safety needs in the first place and fundamental needs such as self-esteem or self-actualization. This hierarchy may vary from person to person, but this order is the logical one according to Maslow (1956). In the classroom, this hierarchy implies that students' basic needs, such as a sense of safety and belonging, must be met to create a positive learning environment. See Figure 1.

Figure 1

Maslow´s hierarchy needs

Note. Maslow´s hierarchy needs [picture]. SimplyPsychology, 2024, https://www.simplypsychology.org/maslow.html

Applying Maslow's theory to the specific context of learning English raises questions about whether English classes are preparing children to be the type of person who values their culture or whether they are unconsciously adopting aspects of a foreign culture.

In the latter case, they would be forced to lose their identity, and the person they are, which would certainly make them lose the desire to learn a new language and, as a result, their motivation. As Rivers (1983) points out language acquisition can be complicated by unsatisfied basic needs.

Furthermore, he adds that if learners do not feel secure in the classroom, they will not have the self-confidence to enjoy learning. For that reason, it is crucial to create a good learning environment and consider students' needs.

In the proposal that will be seen in the next chapter, the teacher tries to motivate the pupils by using a *Genially* board where a guide proposes challenges to the pupils. This is a form of motivation as the games catch the children's attention so that at the beginning of each lesson, they were eager to know what the challenge of the day was. The *Genially* has been chosen since it calls children attention and it can be designed accordingly to the age and the interest, as it can also be interactive kids are more engaged.

This is a bit controversial as in the justification chapter it is stated that screens are detrimental to children's development. Nevertheless, it should be noted that technology has become part of our lives and new developments are seen every day. Moreover, a good use of technology is a learning tool that motivates students because it can be used to create engaging activities.

Therefore, from an educational point of view, according to the Royal Decree 157/2022, technology should be part of the classroom and serve as a learning tool. Students should also be trained in basic technology literacy (Royal Decree 157/2022). A responsible use of technology should be promoted, so that it is a positive and not a negative thing.

This is why there is the Framework of Reference for Digital Competence in Education, which states that all teachers must have a minimum knowledge of technology in order to be able to use it in the classroom in a safe and responsible way. Digital competence in teaching is understood as:

the integration of knowledge, skills, abilities and attitudes that have to be brought into play simultaneously to perform their functions implementing digital technologies and to solve problems and unforeseen events that may arise in a particular situation as education professionals (Framework of Reference for Digital Competence in Education, 2022, p.12).

In the learning context, there are two types of motivations, instrumental and integrative motivation. Rivers, 1983 has defined them as:

- Instrumental motivation is when the person is learning a language with pragmatic motives.
- Integrative motivation the person is interested in learning about another culture, even wanting to adopt the characteristics of that culture.

Considering what Gardner and Lambert quoted by Rivers, 1983 said, integrated motivation enhances learning, making it much more effective. However, instrumental motivation is less common and sometimes where the community in which one lives has certain requirements to be able to function in another culture.

Consequently, in the English classroom, it is important to assess the motivation of the students and how they feel during the lessons, as teachers can unintentionally encourage students to integrate into a culture that is totally foreign to them. On the other hand, integrative motivation must also be achieved so that students enjoy their learning process and see the lessons as enriching and not the opposite.

In addition to motivation, affectivity and group cohesion are also fundamental for creating a positive atmosphere in class. Affectivity is defined by Centro Virtual Cervantes, (n.d.-b) as:

The set of personal factors that influence language learning has traditionally been classified into two variables: cognitive and affective. The affective variable encompasses all those phenomena related to the learner's feelings, experiences, and emotions, such as attitude, mood, motivation, empathy, self-image, and anxiety.[1]

The affective side of students is connected to the cognitive side, so when both of them are considered and nurtured, the learning process is positive. So, in the language learning

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[1] Own Translation

classroom, it must be considered not only the cognitive side but also the affective one. As Arnold (2000) emphasises: "When dealing with the affective dimension of language learners, we must be concerned both with how to solve problems caused by negative emotions and how to create and use more positive and facilitating emotions" (p.506).

As a result, if teachers contemplate affectivity in their language classroom, students will feel safe, valued, and part of a group.

To foster affectivity and group cohesion, some dynamics can be carried out in the class:

- Make a star and say what you like about you and your group. In groups of five students, they try to make a star form with their bodies when they achieve it, they have to say something they like about themselves and choose one member to say another good thing about him/her.
- Detective story, in this case, students have to write a short story about themselves, it can be about something they like or something that happened, when they finish the teacher mixes all and read one by one. The students have to guess who the story is.

Introducing these kinds of dynamics, the classroom environment is enhanced as students feel supported and connected to their peers. As a result, the learning process is positive and effective.

5- Design and implement unit

Unit

The following proposal is based on:

- Royal Decree 157/2022, of March 1, which establishes the organization and minimum teachings of Primary Education.
- Decree 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of Castilla and León.
- Spanish/English Primary integrated curriculum.

The unit it has been developed is: *Animals*, as it is a topic the children are familiar with, and it is also easy to promote speaking as, that is, the main objective of both: the proposal and the document. It is easier to make them speak since children like the topic and have knowledge about it in their mother tongue, so that will help them to acquire the content in English and to talk about it. In addition, the reason why this unit has that main goal is because of a project called Mini-Teacher where students take turns to ask some questions to their classmates such as *How old are you?* Or *What´s your favourite colour?* After, they complete a calendar with the day, the previous and the following day, the month, the season, and the weather. It is used to encourage communication among the students, to observe how the children try to express themselves in their second language and also how the teacher tried to encourage communication between them. This unit will further develop their communication skills.

The law organization requires to have a written exam, so that, the unit lasts 10 days counting the exam day, of one hour each, and it is adapted from the textbook. The contents are mainly from the book although some others such as the animals' habitats are included, they are prepared by the teacher. Apart from working with the book, some extra material to do activities that promote pupils´ speaking was created as well as a *Genially* presentation with a guide called George who has guided children during the whole unit, explaining to them the contents and the tasks they must carry out. This was done in this way because it was going to be more attractive to the pupils and as the main goal is speaking, it should be done differently, as it is more motivating for the students, it allows them to work in a group and encourages them to get along well with each other.

Context: school and classroom

It is a state Bilingual School located in the surroundings of Valladolid. It is around 7km away from the capital, and it is one of the most important municipalities due to its urban, demographic, and economic expansion.

The school is located around the residential area consisting mainly of single-family houses and low-rise buildings which means that most of the students go on foot to school, although some others use the transport services. The natural areas around the school as well as the sports and cultural facilities available are also worth mentioning.

As the families belong to the new housing estates, they are considered to be middle and upper-middle class families who care about education. Most families are young people with children of infant and primary school age, which increases the demand for places in the school, which is one of the reasons why it is a three-line school (A, B, and C).

As it is a medium-high level centre, it has great learning possibilities and spaces to use. Special reference is made to the use of ICT since the proposal presented below makes use of them. Each classroom is equipped with a digital screen that both teachers and students can use. It is a great help since the books have a digital part that can be displayed on it. In addition, the school has a computer room and tablets that can be used at various times within the classroom itself. In the case of the proposal, these devices will be used to carry out a Kahoot!

As it has just been mentioned, it is three-line school. The second grade of primary is divided into Class A, Class B, and Class C. The proposal is going to be developed in Class B.

There are 22 children between 7 and 8 years old in Class B. One of the students has a hearing difficulty, the necessary adaptations will be provided so that his learning process is not impaired. Three others receive support during the school day and one sick girl does not attend the class but is assigned everything that is taught. This child has a teacher in the hospital, so the class tutor keeps in contact with her to keep track of her progress.

The relationship in the class is quite good, they try to look after each other and make sure that no one feels lonely at break time. If there is a problem, they try to solve it immediately with the tutor as mediator. This good relationship is partly due to a group dynamic that took place last year, as there were problems with one of them. Thanks to this dynamic, developed by the

teacher, it was possible to find out what the relationships between the children were like and who worked better together and who could not, so as to organize the work in the class.

The classroom space is divided into three parts: the main one is the work area, where the students are sitting at their tables. They are organized in groups of 4 and 6 so that they can work together in some activities and share maths materials.

They have some routines in the bilingual subjects which are a PowerPoint with the contents, listening to some songs related to the content and some days the Mini-Teacher project. Focusing on Science area their timetable has four hours a week divided in four days with one hour each. Concerning textbooks, in Science both natural and social, they have *CLIL World Oxford Books*. These books offer some videos with explanations of the contents, and they also include challenges and a section on experiments.

For bilingual subjects, the teacher includes some extra material. In each unit, there is a PowerPoint with the contents that the teacher considers more important; before starting the lessons, they watch the PowerPoint where the main content words are presented, and kids produce the words with the teacher. This material is also shared with the families since the examen always has a speaking exercise. The pictures in the PowerPoint are real as they used realia. The other extra material is the worksheets they prepare for students to consolidate and review the contents.

In addition, in Science lessons, Whole Brain Teaching is used since it is easier for students to learn if movement and music are included. So that, the lessons include songs, and some specific movements connected to specific contents.

For the planning the routines of the Mini-Teacher project, the PowerPoint as well as the songs related to the content have been taken into account, being the first activity to carry out during the lessons.

Contents

In Decree 38/2022, in the area of the second year of natural sciences, the contents to be worked on in this proposal are established. They are detailed in block A Scientific Culture, in the second point entitled Life on our planet.

- Animals name.

- Wild and domestic animals.

- Vertebrate and invertebrate animals.

- Animals´ diet: carnivore, herbivore, omnivore.

- Habitats: forest, jungle, savannah, ocean, farm.

- Physical characteristics of animals: fins, wings, hair, scales, etc.

- Simple grammar structures: It is …, it has …, it lives …

Competences

According to Royal Decree 157/2022, article 9 establishes the Key Competences for the Primary stage, which are the following.

- Competence in linguistic communication.

- Multilingual competence.

- Competence in mathematics and competence in science, technology and engineering.

- Digital competence.

- Personal, social and learning-to-learn competence.

- Citizenship competence.

- Entrepreneurial competence.

- Competence in cultural awareness and expression.

Goals

In accordance with the specifications of Decree 38/2022 in the area of natural sciences for the second year, the following objectives have been established.

- To name different animals.
- To distinguish wild and domestic animals.
- To categorize vertebrate and invertebrate animals.
- To produce simple structures orally.
- To develop oral skills while speaking in small groups.
- To make simple presentations.

Final task and subtasks

The final task of the unit was to present an animal in front of the class including all the contents seen and the rest of the pupils should guess which animal it is. To achieve this goal, the children were exposed to different activities where they had to classify animals into

wild/domestic, and vertebrate/invertebrate, they also made sentences to explain the diet of some animals. To promote oral skills one of the subtasks was to present and describe the habitat they drew, with this task they got used to being in front of the class and speaking some complete sentences. The last one was a guessing game similar to the one in the finals task but with less content to tell.

Adaptations

As mentioned in the classroom context there is a student who suffers from hearing problems, to favour his learning this child will be placed close to the teacher so that he is able to understand the explanations. In the rest of the lesson, he should have no problem since the tasks are done in groups and pairs so that his classmates are also close to him.

Lessons

The lessons developed for this didactic proposal are presented in detail in the annexes, where all the materials, activities, and procedures used are included (see annex 15). In this section, though, only a general description of each session is given, highlighting the most relevant aspects for the understanding of the approach used.

→ *Lesson 1:*

As mentioned before, in Science lessons, the class begins with animals´ songs and then with the PowerPoint with the important contents. After that, George, the guide who is going to explain the contents and the task to them, is introduced (see annex 1). His message is:

Hello everyone! My name is George, and I am going to guide you in the animal world! Every day you are going to have one message; in it I am going to explain what you have to do and new contents for you to learn. Today, you have to say the names of some animals and play a memory game with shadows. Have lot of fun! See you tomorrow.
George.

The first task is to say the names of some animals that appeared in another PowerPoint, the students have to say the names of the animals in English, if they do not know it, the teacher will help them.

Then, they have to play a memory game with animal shadows. The aim was to find pairs of the animal and its shadow (see annex 2), when they match a pair, they should say: *It´s a pair, it is a* (animal name), and if they do not match, they should say: *It isn´t a pair.*

To finish the lesson, some pages of the book are completed. They have an introductory video and classification of animals with four legs, two legs, and no legs.

→ *Lesson 2:*

After the animal' song and the PowerPoint, they carry out the Mini-Teacher and then, the guide message is read. In this message, George explains the farm as a habitat, what wild and domestic animals are, and some characteristics of the animals. The complete message is:

Hello hello! How are you today? Are you ready to learn more about animals? Let's start! Today, I have lots of things to tell you, so the message is divided into two parts. Our first stop is the farm. A farm is a place where people take care of animals and grow plants for food. On the farm, we can see animals like cows, chickens, pigs, and horses. Farmers grow vegetables, fruits, and grains. Farms are quiet and full of fresh air. Animals on the farm help us with milk, eggs, and meat. It is a very busy and happy place!

The animals that live in the farm are called domestic animals. Domestic animals live with people that take care for them. Pets for example are also domestic animals, have you got any pet? There are also animals that live alone in nature, those animals are called wild animals. Lions, elephants, giraffes, and sharks are some examples of wild animals. Can you name another wild animal? That´s great! Let´s see now part two of the message!

The last thing I have to tell you is about animals' body, there are different bodies. Let´s see some pictures! The task for today is to classify some animals into domestic or wild, to do that you will have some animal cards.

Good luck! George.

The main activity is to classify some animals into domestic and wild, to do that they have flashcards (see annex 3). They do it in the same groups as they are sitting. They have to say the name of the animals, one characteristic, and whether it is a domestic or a wild animal. For instance: *It is a cat, it has four legs, and it is domestic.*

To finish they do the page of wild and domestic animals in the book.

→ *Lesson 3:*

In this lesson, George explains that animals can live in water, land, or fly in the air and asked them for some examples. He also tells them that animals can eat different things and that when they eat meat, they are carnivores like lions, when they eat plants, they are herbivores like giraffes and when they eat plants and meat, they are omnivores like monkeys. This is his whole explanation.

Good morning, everyone!

Today we are going to learn lot of things! Are you ready?

Some animals live in the water. Some animals live on land and some animals can fly in the air. Can you name some that live in water? And on land? Which ones can fly? Great you are amazing explores!

And now… What do animals eat? Animals eat different things. Some animals eat meat. Some animals eat plants, and some animals eat plants and meat.

When they eat meat, they are carnivores, the lion is carnivore. When they eat plants, they are herbivores, the giraffe is herbivore. And when they eat meat and plants, they are omnivore, the monkey is omnivore. Can you name one carnivore animal? And an herbivore animal? What about the omnivores? Fantastic!

For today you have two tasks. First, all together we are going to see some animals and you have to say which animal it is, one part of its body and where it lives. After that, in pairs you will have to make sentences using some cards.

Have fun!

George.

They have two tasks. First, they must say if the animal lives in water or land or flies in the air. To do this a PowerPoint with animals' pictures is used. Then, they make sentences with flashcards to classify animals into carnivores, herbivores, or omnivores (see annex 4). In this part, they work in pairs with their shoulder partner as they do in maths. For example, they have to say: *The lion is a carnivore because it eats meat.*

To finish they complete a page from the book where they have to classify animals into herbivore, omnivore, or carnivore as well as according to where they live water, land, or fly in the air.

→ *Lesson 4:*

After the routines of the animal´ song and the PowerPoint, they do the Mini-Teacher; then George shows them the jungle and tells them the main features, he also explains to them what vertebrate animals are, as well as the task. This is what he says:

Hello everyone! The next stop is the jungle! A jungle is a big forest full of trees, plants, and animals. It is hot, wet, and very green. In the jungle, we can find animals like monkeys, parrots, and snakes. The trees are very tall, and the plants grow everywhere. Many animals live in the jungle because there is lots of food and water. The jungle is a noisy and exciting place!

Most of the animals that live in the jungle are vertebrate. This mean that they have got a backbone, they have got skeleton as humans! The task for today is really funny! First you are going to see some picture of animal and you have to say which one is vertebrate. Then, you have to look all around the class to find different skeletons and try to guess which animal it is! Good luck, have lot of fun!

George.

The first task is to say which of the two animals presented is the vertebrate.

For the second task different skeletons are used, they are placed all around the class with numbers, and the students have one worksheet with the number and the animal's name. They have to find the number of the skeleton, guess the animal, and write it in the

worksheet (see annex 5). After a while, the worksheet is checked by picking number by number and saying the animal.

→ *Lesson 5:*

On this day, the vertebrate's classification is explained. The message shows a visual classification with images and the main characteristics of each group. This is the message:

Hi! How are you? Let´s start learning about animals!

Do you remember that last day we learn what vertebrates' animals are? Can anybody tell me what they are? That´s right! Vertebrates are the animals with skeleton, with backbone.

Today we will see the different groups of vertebrates and their characteristics.

- *Mammals have got hair and four legs.*
- *Birds have got two wings, one peak, and feathers.*
- *Reptiles have got scales, and they slither.*
- *Fish has got scales and fins.*
- *Amphibians can live on land or water.*

The task you have to do is to identify the different vertebrates.

See you soon!

George.

Before the main task of the day, students play a guessing game to review the contents they have seen. A slide in PowerPoint with the sentences they should say is prepared so it helps them (see annex 6). They come to the front of the classroom and take a random animal, that child said if it is wild/domestic, herbivore/carnivore/omnivore, etc. and the rest try to guess.

The task is to point to the group that the teacher said (see annex 7). There is a picture of some animals on the whiteboard, and the children come and are asked to point to a mammal for example. The second image shows other animals and this time they are asked for the name of the mammal.

To finish they complete the pages of vertebrates in the book.

→ *Lesson 6:*

After the routines, George shows the forest and its characteristics, and he also explains to them what invertebrates are and the two groups with their characteristics: insects have got two wings, and two antennae, and molluscs have got a shell.

Hello everyone!! Are you ready to continue learning about animals? Let´s start!
Our next stop is the forest! The forest is a quiet place with many trees, plants, and animals. It can be warm or cold, depending on where it is. In the forest, we can see animals like deer, foxes, owls, and bears. There are also invertebrates like butterflies, which do not have a backbone. The trees in the forest are big, and their leaves make the air fresh. There are mushrooms, flowers, and soft grass on the ground. The forest is calm and full of life!

Last days we learnt about the vertebrates, today we are going to learn about the invertebrates! Invertebrates haven´t got a backbone. Bees for example are invertebrates. Molluscs and insects are invertebrates. Some invertebrates have got shells or exoskeletons to protect their soft bodies. The bee is an insect, and the snail is a mollusc.

The insects have got two wing and two antennae. The molluscs have got a shell.

Your task for today is to classify some animals into vertebrates o invertebrates and say if it is an insect or a mollusc, to do that you will have some cards.
See you tomorrow!

The task is to classify some animals into vertebrates or invertebrates and be able to say if they are insects or molluscs, they should also know to which vertebrate group the animal that is a vertebrate belongs. To do this, they have animal flashcards, and they worked in pairs (see annex 8). The teacher goes through the different pairs checking the

classification and asking them what kind of animal, and the groups of vertebrates and invertebrates.

The lesson concluded with the invertebrate pages from the book.

→ *Lesson 7:*

This lesson is a review of all the content that have been seen. To do it a Kahoot! with different questions is prepared (see annex 9). It includes all the contents, both animals and habitats. Before that, George ´s message is read, he shows the ocean and reviews in a visual way the contents too.

Good morning!

Our next stop is the ocean! The ocean is a huge, blue world of water. It is home to many animals like fish, whales, sharks, and turtles. There are also invertebrates like jellyfish and octopuses, which do not have a backbone. The ocean is full of coral reefs, sea plants, and colourful fish. It is a deep and amazing place where animals swim, hunt, and live together. The ocean is very important for our planet!

Today you have two tasks, first altogether are going to describe some pictures to review the habitats and everything we have learnt. Do you remember what we have seen so far?

There is a short task before the Kahoot! they have to describe a habitat picture, saying which habitat it was and the animals that appear in the image.

Students work in pairs with one tablet for each two, they are the ones that get into Kahoot! by themselves. If they have problems, the teacher helps them.

→ *Lesson 8:*

The task of this day is to present one habitat of the ones showed. Before they do the Mini-Teacher and after that, George shows them the last habitat, which is the savannah, and explains to them that they are going to be artists. This is what he says:

Hello everyone! Are you ready to enjoy the class? Let´s go!!

Our last stop is the savanna. The savanna is a wide, open land with golden grass and a few trees. It is hot and sunny most of the time. In the savanna, we can see animals like elephants, lions, zebras, and giraffes. It is full of life and energy!

Today you are going to be artist! You have to draw a habitat, and later you will show all your classmates, you will describe it, and your classmates will vote.

Good luck little artists!

The book has the challenge of drawing a habitat and the animals that live there, so it is used to promote the goal of speaking. When they finish drawing, one by one, they come in front of the class and show their habitat (see annex 11). They have to say which habitat it is and the animals that are in it.

→ *Lesson 9:*

This is the last day of the unit, so the final task is carried out. There are two messages from George, the first says to them:

Hello explorers! How are you?

I´m sad because today is our last day! To finish the exploration, you have to fill in one worksheet about an animal. You are going to describe it, but you can´t say which animal it is! The rest have to guess!!

Good luck!

Before the task, they do the review pages from the book. It is changed, so they have enough time to complete the task. For the final task, the students are given one worksheet to help them describe the animal, and they are also given one animal to each of them (see annex 12). The animal is chosen in relation to the capacities of each child, so all of them feel comfortable while describing it and that they are able to do it.

After some minutes, the game is started. One by one come to the front and read their worksheet so that the rest can guess the animal.

To finish the class, the teacher gives them a certificate of animal explorers to congratulate them for the work they have done (see annex 13). Before it, George says:

Congratulations, Explorers! You have done an amazing job learning about animals and their habitats. Your hard work and curiosity have paid off, and you have officially earned your Explorer Certificate! 🏆 🌍 Great job and keep exploring the world around you! 🎉

→ *Lesson 10:*

Exam day, it includes a listening, some sentences to read and choose if they are true or false, some writing for animals´ classification and an oral part which is done individually with the teacher (see annex 14).

Results and evaluation

As this proposal has been carried out in year 2 in a state bilingual school, it is considered that the main objective has been achieved with positive results as the children have been able to perform the two exposure tasks pleasantly. The presentation of the habitat was very satisfactory as all the children were proud of their drawings and were able to use simple but complete sentences, those with a slightly higher level included the structures there is/ there are. But overall, it was a satisfactory task.

The final task also fulfilled the expectations, although it was taking into account the possibility of cheating by not letting the group members try to guess, some of the children cheated and that's why they were annoying each other. As for the objective of oral production, it is thought that it was also achieved because all of them were able to say the sentences they had on their worksheets.

The way the children were assessed was through direct observation on a daily basis, and with the presentation of the habitat, and the guessing game. The rest of the tasks have also been useful to see the level of speech they were using as the groups and pairs were monitored to ensure that they understood what they had to do and to correct their work.

The Kahoot! allowed us to see how well they were handling the tablets and whether they had consolidated the content well. Finally, the exam was also used to see if they had acquired all the content they had worked on.

Improvements:

During the development of the unit, some improvements have been made as they were recommended by the internship mentor, for instance, the guide's messages at the beginning were very long and not very visual. So, the messages were changed and were more visual and with shorter sentences.

As improvements to include in the future implementations, a better way to control the groups when working with the manipulative material could be considered, as they raised their voices a lot and lacked patience to wait their turn for the teacher to go and see what they had done, and they kept calling her. A method of group rewards could be used, or the use of roles for the groups with one person responsible for the volume.

6- **Conclusions**

To conclude this project, the following conclusions derived from its implementation are presented. The didactic unit designed and applied has shown highly satisfactory results, evidencing a positive impact on student motivation and participation. From the beginning, students have shown a receptive attitude towards the proposed activities, showing interest and commitment in the resolution of daily tasks. A remarkable aspect has been the enthusiasm generated around the figure of George, the unit's guiding character, whose recurrent presence in the sessions has favoured the students' involvement and stimulated their curiosity in the development of the activity.

In terms of oral production, at the beginning of the project there were certain difficulties arising from the lack of habit in the use of English in the classroom. Nevertheless, as the sessions progressed, there was evidence of a progressive evolution in the students' verbal expression. Initially, the answers were brief and limited to simple statements such as *Yes* or *No*, but as time went on, they became more fully structured, achieving expressions such as *It is vertebrate*. This progress was particularly visible at key moments in the unit, such as the presentation on habitats and the Guessing Game activity, where students demonstrated greater confidence and fluency in their use of language.

The results obtained confirm that the use of dynamic methodologies, combined with a guided narrative and a participatory approach, contribute significantly to increasing students' motivation and strengthening their involvement in the learning process. These elements have been instrumental in fostering an active learning environment, in which students have been able to experience an improvement in their communicative competences in a progressive and natural way.

Therefore, it can be considered that the main objective of this work has been achieved, since it has been possible to design and implement a didactic unit aimed at second year primary school pupils, using English as the vehicular language. Furthermore, a detailed evaluation of the proposal has been carried out, both in terms of the results obtained by the students and in the identification of possible improvements for future interventions. Among the aspects to be optimised in future applications are the incorporation of more clearly defined roles within the activities and greater control of teamwork, in order to enhance group dynamics and collaboration between students, as mentioned in previous sections.

In addition, the implementation of this unit has allowed progress to be made in the aim of encouraging oral expression in the students, showing a positive evolution in their linguistic production throughout the sessions. The progression observed in the use of the language suggests that teaching strategies based on active methodologies can contribute significantly to the development of communicative competence in a foreign language. In this sense, the results obtained reinforce the importance of continuing to explore and innovate in the teaching of English in primary education, with the aim of consolidating methodologies that favour oral practice in real and motivating contexts for students.

Chapter four of the project reflects in-depth research aimed at substantiating the importance of linguistic skills in education through various theories and approaches. As Miranda (2011) points out, language should be promoted in all areas of the curriculum, without the need to limit its development to a specific subject. In this sense, the proposal presented has focused on the area of Natural Sciences within a bilingual context, promoting the use of English as a vehicular language together with other subjects other than Spanish.

It has also been stressed that the primary school stage is crucial for reinforcing language skills, as school is a key space for socialisation. It is therefore essential to create opportunities for students to practice oral communication and strengthen their language skills in a natural and interactive environment.

Since the proposal is framed within the framework of teaching English as a foreign language, several theories that support its acquisition have been analysed. These include Bruner's Discovery Learning Theory, which emphasises the role of play as a tool for the consolidation of knowledge; Vygotsky's theory, which highlights the importance of the teacher as a mediator in the learning process; and Krashen's hypotheses, which provide a comprehensive view of second language acquisition. These theoretical perspectives have served as a basis for the design and implementation of the didactic unit, reaffirming the relevance of active and contextual methodologies for the development of communicative competence in the classroom.

In terms of future projections, the implementation of a didactic unit focused on the development of oral expression has proved to be an enriching and highly satisfactory experience. This approach, although not always common in the classroom, has shown that, with the right choice of subject matter and well-designed teaching material, it is possible to achieve

positive results both academically and personally. Students have been able to test their ability to communicate effectively in English, which has boosted their confidence and motivated them to further develop their language skills.

Given the positive impact observed, it would be advisable to continue exploring this methodology in future educational interventions, deepening its application and adapting it to different content and teaching levels. Research and refinement of this approach would optimise available resources and further enhance the learning experience, thus ensuring a progressive and meaningful development of oral proficiency in a foreign language.

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8- Annexes

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Annex 1

Figure 2. *Genially board*

Annex 2

Figure 3. *Shadow memory*

Annex 3

Figure 4. *Wild/domestic classification*

Annex 4

Figure 5. *Sentences game*

Annex 5

Figure 6-7. *Skeletons game*

Annex 6

Figure 8. *Guessing game sentences*

GUESSING GAME

It is a:
- Wild animal
- Domestic animal

It is:
- Herbivore
- Carnivore
- Omnivore

It lives:
- On land
- In water
- Fly in the air

Is it a _____?
- Yes, it is.
- No, it isn´t

Annex 7

Figure 9. *Point to task*

Annex 8

Figure 10. *Vertebrate/invertebrates division*

Annex 9

Figure 11-12. *Kahoot! Questions*
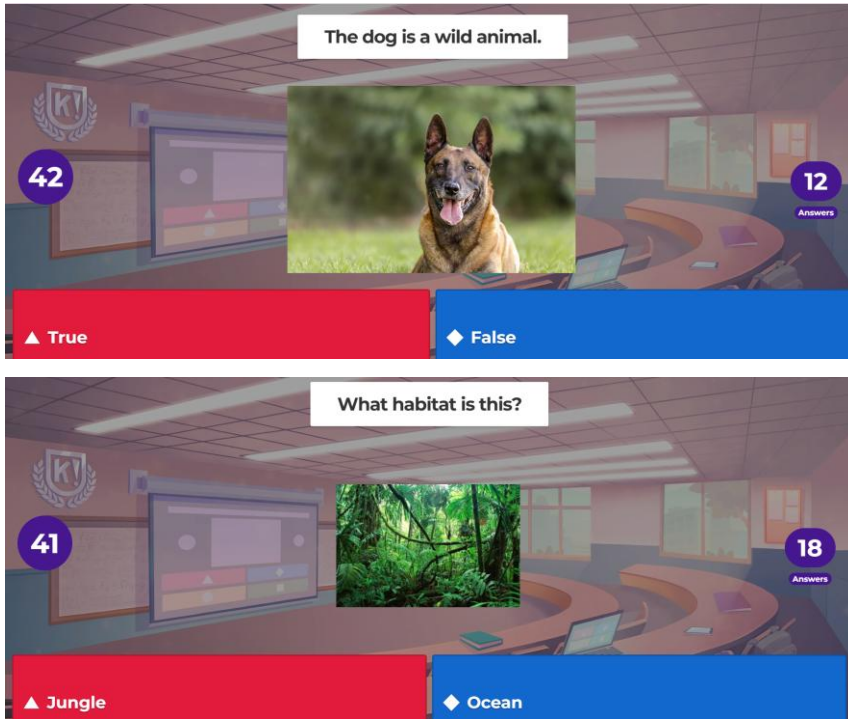
Annex 10

Figure 13. *Kahoot! results*

Annex 11

Figure 14-15-16. *Habitats drawings*
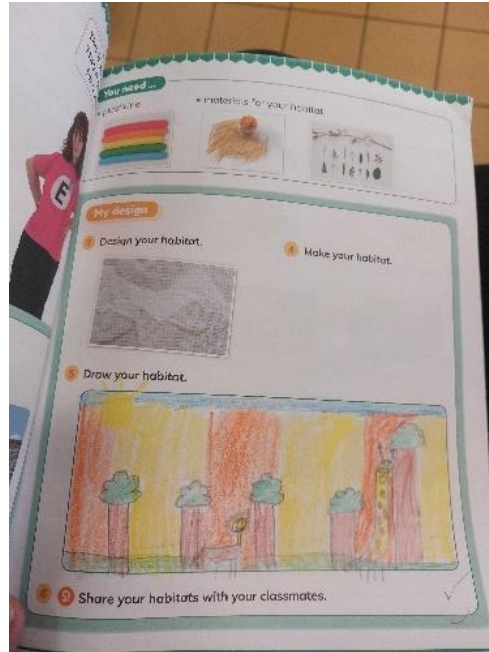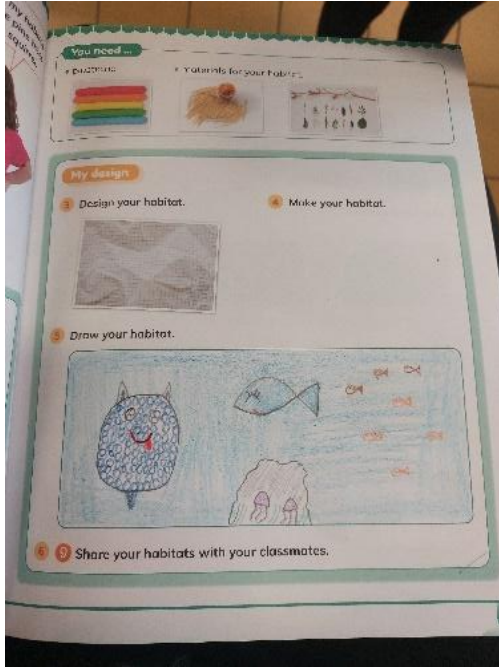
Annex 12

Figure 17. *Final task sheets*
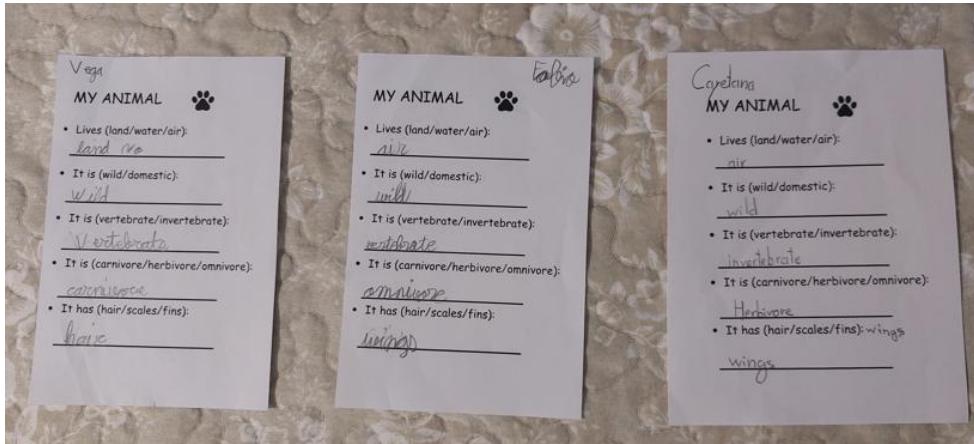
Annex 13

Figure 18. *Certification*

Annex 14

Figure 19-20. *Exam*

CEIP MARGARITAS SALAS   NATURAL SCIENCE TEST   ARROYO DE LA ENCOMIENDA

Name:_____ Date: _____

1. Listen and circle.

2. Read and circle.

a. Dogs are domestic animals.   True/False

b. Herbivore eat meat.   True/False

c. Mammals are vertebrates.   True/False

d. Insects are invertebrates.   True/False

e. Lions live in water.   True/False

3. Read and write the correct letter.

1. This is a butterfly.   4. This is a lion.

2. This is a frog.   5. This is a giraffe.

3. This is a fish.

4. Match.
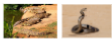
WILD

DOMESTIC

5. Write: **herbivore**, **carnivore** or **omnivore**.

6. Vocabulary

Annex 15

Table 1

Unit information

About the unit/ Where this unit fits.

Animals → 22nd November to 12th December.		

Prior Learning	**Language used in this unit**	**Important Resources**
Some animals	Animals´ names, herbivore, carnivore, omnivore, vertebrate, invertebrate, amphibians, birds, fish, reptiles, mammals, insects, molluscs.	Animal flashcards Genially PowerPoint with contents

Expectations	
At the end of this unit all the children must.	- Classify animals in vertebrate and invertebrate. - Recognise which animals are domestic and wild. - Name at least 15 animals.
At the end of this unit most of the children should.	- Identify the herbivore, carnivore, and omnivore animals. - Name at least 25 animals. - Name some feathers of the animals.
At the end of this unit some of the children could.	- Classify the types of vertebrates. - Produce simple sentences. - Name all the animals seen.

Table 2

Lesson Overview

Lesson Overview

Lesson	Learning goals	Learning outcomes	Main Activity	Assessment criteria
1	- Name different animals. - Associate the animal´ shadow with the image.	- Tell aloud the name of an animal when they see it in the PowerPoint.	Memory game with animal shadows.	Name at least 10 animals. Match the animal with its shadow.

	- Produce simple sentences: it´s a pair, it´s not a pair, it´s a dog	- Matching correctly the animals and the shadows in the memory.		Say if it a pair or no.
2	- Difference wild and domestic animals. - Classify wild and domestic animals with the correct word. - Produce some characteristics of the animals: legs, tail, scales, etc.	- In the classification, they separate properly the animals dividing them into wild and domestic. - Describing the animals in the classification they say: it has four legs and a tail.	Classification wild and domestic animals.	Differentiate wild and domestic animals. Classify the animals properly. Give a short description of the animal.
3	- Distinguish the places where animals can live water, land or fly in the air. - Identify what carnivore, herbivore, and omnivore animals eat. - Recognise what kind of animal it is in relation to the food it eats. - Produce simple sentences: the cow is herbivore because it eats plants.	- Tell if the animal lives in water, land or fly in the air when watching an animal image. - Making sentences choosing the correct image (plant for herbivore, meat for carnivore, meat and plants for omnivore) with the right animal. - Speaking in the correction, telling the whole sentence.	Making sentences with images.	Know which animal live in water, in land or fly in the air. Relate that carnivores eat meat; herbivores eat plants and omnivores eat meat and plants. Produce the sentence without help.
4	- Associate that vertebrates' animals have got a backbone. - Connect the skeleton with the animal. - Identify the animal seeing the skeleton.	- Distinguish the vertebrate animal between an invertebrate and a vertebrate. - Fill in the worksheet properly, writing the name of the animal in the corresponding number.	What animal is number…?	Recognise that vertebrates have got a backbone. Differentiate the vertebrate animal. Link all the skeletons with the animals.

5	- Identify the types of vertebrates. - Name the animal of the corresponding group. - Give clues of an animal to the class.	- Recognise the types of vertebrates by pointing them in an image. - Say the right animal when asking a type of vertebrate. - Produce key words when describing the animal such as domestic/wild, herbivore/carnivore/omnivore.	Guessing game	Point to the correct animal. Say key words in the guessing game. Produce simple sentences in the guessing game: it is a wild animal.
6	- Associate that invertebrate´ animals haven´t got a backbone. - Differentiate the types of invertebrates. - Divide animals into vertebrate or invertebrate.	- Say the right animal when asking the type of invertebrate. - Say the right animal when asking which is vertebrate and invertebrate.	Vertebrate/invertebrate classification.	Recognise that invertebrates haven´t got a backbone. Classify the animals into vertebrate and invertebrates. Say the right animal when asking the type of invertebrate.
7	- Describe the picture of a habitat. - Review all the contents with Kahoot. - Use properly a tablet.	- Say something about the image: which animals there are, the habitat… - Answering properly the questions in the Kahoot.	Kahoot.	Utilize the tablet in the right way. Respond correctly to at least half of the questions. Produce simple sentences when describing the picture.
8	- Draw one of the habitats seen. - Draw the proper animals. - Describe the habitat.	- Choosing the savanna, the forest, the jungle, the ocean, or the farm. - Explaining to the class which habitat it is and the animals.	Habitat drawing	Choose one of the habitats seen. Produce key words when describing the habitat. Produce simple sentences when describing the habitat.
9	- Identify the animal. - Recognise if the animal is wild/domestic, vertebrate/invertebrate… - Tell the information of the animal.	- Filling in the worksheet information correctly. - Saying the information without help.	Guessing game (final task)	Recognise the animal. Fill in the worksheet information without help. Produce the information without help.

Table 3

Lesson 1

Lesson 1		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Name different animals. - Associate the animal´ shadow with the image. - Produce simple sentences: it´s a pair, it´s not a pair, it´s a dog	- Tell aloud the name of an animal when they see it in the PowerPoint. - Matching correctly the animals and the shadows in the memory.	**All children must be able to:** Name at least 10 animals. **Most of the children should be able to:** Match the animal with its shadow. **Some of the children should be able to:** Say if it a pair or no.
Discourse Text Targeted	**Language targeted – Non-verbal L Targeted**	
Instructional → explanation of the tasks.	Animals' names. It´s a pair, it´s a (animal´ name). It´s not a pair.	
Outline of leading activities		

The class begins with a song and then the PowerPoint with the important contents. During this task, the teacher says the content, and the students say it after her. After that, George, the guide who is going to explain the contents and the task to them, is introduced.

The first task is to say the names of some animals that appeared in another PowerPoint, the students say the names of the animals in English, if they do not know it, I will help them.

Then, they have to play a memory game with animal shadows. The aim is to find pairs of the animal and its shadow, when they match a pair, they should say:

It´s a pair, it is a (animal name), and if they do not match, they should say: *It isn´t a pair.*

To finish the lesson, they complete some pages of the book where they have an introductory video and classification of animals with four legs, two legs, and no legs.

Timing	Grouping	Activity	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation
3 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration
7 minutes	All the class	Animal´s names	Whiteboard, PowerPoint presentation
15 minutes	Small groups	Memory game	Animals and their shadow flashcards.
15 minutes	Individually	Book	Pupil´s books, pencils, and crayons.
5 minutes	All the class	Book correction	Pupil´s books, whiteboard, digital book.

Assessment criteria		
At the end of this unit all the children must.	**At the end of this unit most of the children should.**	**At the end of this unit some of the children could.**
Name at least 10 animals.	Match the animal with its shadow.	Say if it a pair or no.
Listen to the teacher.	Complete the book without help.	Name half of the animals.

Table 4

Lesson 2

Lesson 2		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Difference wild and domestic animals. - Classify wild and domestic animals with the correct word. - Produce some characteristics of the animals: legs, tail, scales, etc.	- In the classification, they separate properly the animals dividing them into wild and domestic. - Describing the animals in the classification they say: it has four legs and a tail.	**All children must be able to:** Differentiate wild and domestic animals. **Most of the children should be able to:** Classify the animals properly. **Some of the children should be able to:** Give a short description of the animal.
Discourse Text Targeted	**Language targeted – Non-verbal L Targeted**	
Instructional → explanation of the tasks. Descriptive → habitat and animal´s body descriptions.	It is (animal name). It is wild. It is domestic.	

It has (legs, tail, fins, scales)

Outline of leading activities

After the song and the PowerPoint, they carry out the Mini-Teacher, then the guide message is read. In this message, George explains the farm as a habitat, what wild and domestic animals are, and some characteristics of the animals.

The main activity is to classify some animals into domestic and wild, to do that they have flashcards they do it in groups as they are sitting. They have to say the name of the animals, one characteristic, and whether it is a domestic or a wild animal. For instance: *It is a cat, it has four legs, and it is domestic.*

To finish they do the page on wild and domestic animals in the book.

Timing	Grouping	Activity	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation
12 minutes	One student	Mini-teacher project	Calendar and questions display, wand.
3 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration
10 minutes	In pairs	Animals' classification	Animal´s flashcards
15 minutes	Individually	Book	Pupil´s books, pencils.
5 minutes	All the class	Book correction	Pupil´s books, whiteboard, digital book.

Assessment criteria

At the end of this unit all the children must.	**At the end of this unit most of the children should.**	**At the end of this unit some of the children could.**
Differentiate wild and domestic animals. Follow the instructions.	Classify the animals properly. Complete the book without help.	Give a short description of the animal.

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Table 5

Lesson 3

Lesson 3		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Distinguish the places where animals can live water, land or fly in the air. - Identify what carnivore, herbivore, and omnivore animals eat. - Recognise what kind of animal it is in relation to the food it eats. - Produce simple sentences: the cow is herbivore because it eats plants.	- Tell if the animal lives in water, land or fly in the air when watching an animal image. - Making sentences choosing the correct image (plant for herbivore, meat for carnivore, meat and plants for omnivore) with the right animal. - Speaking in the correction, telling the whole sentence.	<u>**All children must be able to:**</u> Know which animal live in water, in land or fly in the air. <u>**Most of the children should be able to:**</u> Relate that carnivores eat meat; herbivores eat plants and omnivores eat meat and plants. <u>**Some of the children should be able to:**</u> Produce the sentence without help.
Discourse Text Targeted	**Language targeted – Non-verbal L Targeted**	
Instructional → explanation of the tasks. Descriptive → animal´s diet.	It is carnivore because it eats meat. It is herbivore because it eats plants. It is omnivore because it eats plants and meat. It lives in water/air/on land.	
Outline of leading activities		

In this lesson, George explains that animals can live in water, land, or fly in the air and asks them for some examples. He also tells them that animals can eat different things and that when they eat meat, they are carnivores like lions, when they eat plants, they are herbivores like giraffes and when they eat plants and meat, they are omnivores like monkeys.

They have two tasks. First, they must say if the animal lives in water, land, or flies in the air to do this a PowerPoint with animals' pictures is used. Then, they make sentences with flashcards to classify animals into carnivores, herbivores, or omnivores. In this part, they work in pair with their shoulder partner as they do in maths. For example, they have to say: *The lion is carnivore because it eats meat.*

To finish they complete a page from the book.

Timing	Grouping	Activity	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation
3 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration
10 minutes	All the class	Animal´s names + where does it live?	Whiteboard, PowerPoint presentation
15 minutes	In pairs	Sentences	Animals´ flashcards
12 minutes	Individually	Book	Pupil´s books, pencils, and crayons.
5 minutes	All the class	Book correction	Pupil´s books, whiteboard, digital book.

Assessment criteria		
At the end of this unit all the children must.	**At the end of this unit most of the children should.**	**At the end of this unit some of the children could.**
Know which animal live in water, in land or fly in the air. Listen to the teacher.	Relate that carnivores eat meat; herbivores eat plants and omnivores eat meat and plants. Produce simple sentences like it lives in	Produce the diet sentence without help.

Table 6

Lesson 4

Lesson 4		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Associate that vertebrates' animals have got a backbone. - Connect the skeleton with the animal. - Identify the animal seeing the skeleton.	- Distinguish the vertebrate animal between an invertebrate and a vertebrate. - Fill in the worksheet properly, writing the name of the animal in the corresponding number.	**All children must be able to:** Recognise that vertebrates have got a backbone. **Most of the children should be able to:** Differentiate the vertebrate animal. **Some of the children should be able to:** Link all the skeletons with the animals.
Discourse Text Targeted	**Language targeted – Non-verbal L Targeted**	

Instructional → explanation of the tasks.	It is a (animal name)
Descriptive → habitat description.	

Outline of leading activities

After the routines of the song and the PowerPoint, they do the Mini-Teacher, then George shows them the jungle and tells them the main features, he also explains to them what vertebrate animals are, as well as the task.

The first task is to say which of the two animals presented is the vertebrate.

For the second task different skeletons are used, they are placed all around the class with numbers, the students have one worksheet with the number and the animal's name. They have to find the number of the skeleton, guess the animal, and write it in the worksheet. After a while, it is checked by picking number by number and saying the animal.

Timing	Grouping	Activity	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation
12 minutes	One student	Mini-teacher project	Calendar and questions display, wand.
3 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration
5 minutes	All the class	Which is the vertebrate one?	Whiteboard, PowerPoint presentation
20 minutes	Individually	Which animal is number…?	Worksheets, pencils, skeletons flashcards.
5 minutes	All the class	Skeleton correction	Worksheets, pencils, skeletons flashcards.

Assessment criteria

At the end of this unit all the children must.	**At the end of this unit most of the children should.**	**At the end of this unit some of the children could.**
Recognise that vertebrates have got a backbone.	Differentiate the vertebrate animal.	Link all the skeletons with the animals.
Participate in the tasks.	Link some of the skeletons with the animals.	Produce the animal's name.

Table 7

Lesson 5

Lesson 5		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Identify the types of vertebrates. - Name the animal of the corresponding group. - Give clues of an animal to the class.	- Recognise the types of vertebrates by pointing them in an image. - Say the right animal when asking a type of vertebrate. - Produce key words when describing the animal such as domestic/wild, herbivore/carnivore/omnivore.	**All children must be able to:** Point to the correct animal. **Most of the children should be able to:** Say key words in the guessing game. **Some of the children should be able to:** Produce simple sentences in the guessing game: it is a wild animal.
Discourse Text Targeted	**Language targeted – Non-verbal L Targeted**	
Instructional → explanation of the tasks. Descriptive → vertebrate classification.	It is wild/domestic. It is herbivore/carnivore/omnivore. It is vertebrate.	

Outline of leading activities

On this day, the vertebrate's classification is explained. The message shows a visual classification with images and the main characteristics of each group.

Before the main task of the day, students play a guessing game to review the contents they have seen. A slide in PowerPoint with the sentences they should say it is prepared, so it helps them. They come to the front of the classroom and take a random animal, that child says if it is wild/domestic, herbivore/carnivore/omnivore, etc. and the rest try to guess.

The second task is to point to the group that the teacher says. There is a picture of some animals on the whiteboard, the children come, and the teacher asks them to point to a mammal for example. The second image shows other animals and this time I asked for the name of the mammal.

To finish they complete the pages of vertebrates in the book.

Timing	Grouping	Teacher	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation

3 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration
10 minutes	All the class	Guessing game	Whiteboard, PowerPoint presentation, animal´s flashcards
7 minutes	Individually	Point to…	Whiteboard, PowerPoint presentation
7 minutes	Individually	Which animal is…?	Whiteboard, PowerPoint presentation
12 minutes	Individually	Book	Pupil´s books, pencils, and crayons.
5 minutes	All the class	Book correction	Pupil´s books, whiteboard, digital book.

Assessment criteria		
At the end of this unit all the children must. Point to the correct animal. Participate in the tasks.	**At the end of this unit most of the children should.** Say key words in the guessing game. Identify the right vertebrate.	**At the end of this unit some of the children could.** Produce simple sentences in the guessing game: it is a wild animal.

Table 8

Lesson 6

Lesson 6		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Associate that invertebrate´ animals haven´t got a backbone. - Differentiate the types of invertebrates. - Divide animals into vertebrate or invertebrate.	- Say the right animal when asking the type of invertebrate. - Say the right animal when asking which is vertebrate and invertebrate.	**All children must be able to:** Recognise that invertebrates haven´t got a backbone. **Most of the children should be able to:** Classify the animals into vertebrate and invertebrates. **Some of the children should be able to:** Say the right animal when asking the type of invertebrate.
Discourse Text Targeted	**Language targeted – Non-verbal L Targeted**	
Instructional → explanation of the tasks.	It is an insect.	

Descriptive → habitat and invertebrates' description.   It is a mollusc.

Outline of leading activities

Afterward the routines, George shows the forest and its characteristics, and he also explains to them what invertebrates are and the two groups with their characteristics: insects have got two wings, and two antennae, and molluscs have got a shell.

The task is to classify some animals into vertebrates or invertebrates and be able to say if they are insects or molluscs, they should also know to which vertebrate group the animal that is a vertebrate belongs. To do this, they have animal flashcards, and they work in pairs. The teacher goes through the different pairs checking the classification and asking them what kind of animal, and the groups of vertebrates and invertebrates.

The lesson concludes with the book.

Timing	Grouping	Activity	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation
3 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration
7 minutes	All the class	Animal´s names	Whiteboard, PowerPoint presentation
15 minutes	In pairs	Animals´ classification	Animals´ flashcards
12 minutes	Individually	Book	Pupil´s books, pencils, and crayons.
5 minutes	All the class	Book correction	Pupil´s books, whiteboard, digital book.

Assessment criteria

At the end of this unit all the children must.	**At the end of this unit most of the children should.**	**At the end of this unit some of the children could.**
Recognise that invertebrates haven´t got a backbone. Follow the instructions.	Classify the animals into vertebrate and invertebrates. Say the group of vertebrates when asking about the vertebrates.	Say the right animal when asking the type of invertebrate.

Table 9

Lesson 7

Lesson 7		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Describe the picture of a habitat. - Review all the contents with Kahoot. - Use properly a tablet.	- Say something about the image: which animals there are, the habitat… - Answering properly the questions in the Kahoot.	**All children must be able to:** Utilize the tablet in the right way. **Most of the children should be able to:** Respond correctly to at least half of the questions. **Some of the children should be able to:** Produce simple sentences when describing the picture.
Discourse Text Targeted	**Language targeted – Non-verbal L Targeted**	
Instructional → explanation of the tasks. Descriptive → habitat description.	It is the forest/ocean/jungle… There is/are	
Outline of leading activities		
This lesson is a review of all the content they have seen. To do it a Kahoot! with different questions is prepared. All the contents, both animals and habitats are included. Before that, George´s message is read, he shows the ocean, and he reviews the contents too. There is a short task before the Kahoot! they have to describe a habitat picture, saying which habitat it is and the animals that appear in the image. Students work in pairs with one tablet for each two, they are the ones that got into Kahoot! by themselves. If they have problems, the teacher will help them.		

Timing	Grouping	Teacher	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation
5 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration

7 minutes	All the class	Habitat description	Whiteboard, PowerPoint presentation
20 minutes	In pairs	Kahoot!	12 Tablets
			https://create.kahoot.it/share/animals-exploration/9d6426cc-8e7e-48f2-83fd-f97474016c47

Assessment criteria		
At the end of this unit all the children must. Utilize the tablet in the right way. Identify the habitat.	**At the end of this unit most of the children should.** Respond correctly to at least half of the questions. Recognise the animals in the habitat.	**At the end of this unit some of the children could.** Produce simple sentences when describing the picture.

Table 10

Lesson 8

Lesson 8		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Draw one of the habitats seen. - Draw the proper animals. - Describe the habitat.	- Choosing the savanna, the forest, the jungle, the ocean, or the farm. - Explaining to the class which habitat it is and the animals.	**All children must be able to:** Choose one of the habitats seen. **Most of the children should be able to:** Produce key words when describing the habitat. **Some of the children should be able to:** Produce simple sentences when describing the habitat.
Discourse Text Targeted		**Language targeted – Non-verbal L Targeted**
Instructional → explanation of the tasks. Descriptive → habitat description.		It is a forest/jungle/savannah/ocean/farm There is/are Animals´ names
Outline of leading activities		

The task of this day is to present one habitat of the ones they have seen. Before it they do the Mini-Teacher and after that, George shows them the last habitat that is the savannah and explains to them that they are going to be artists.

The book has the challenge of drawing a habitat and the animals that live there, so it is used to promote the goal of speaking. When they finish drawing, one by one come in front of the class and show their habitat. They have to say which habitat it is and the animals that are in.

Timing	Grouping	Teacher	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation
7 minutes	One student	Mini-teacher project	Calendar, wand.
3 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration
15 minutes	Individually	Habitat drawing	Pupil´s books, pencils, crayons
20 minutes	Individually	Habitat drawing presentation	Pupil´s books
Assessment criteria			
At the end of this unit all the children must. Choose one of the habitats seen. Listen to all the presentations	**At the end of this unit most of the children should.** Produce key words when describing the habitat.	**At the end of this unit some of the children could.** Produce simple sentences when describing the habitat.	

Table 11

Lesson 9

Lesson 9		
Learning objectives	**Learning outcomes**	**Evidence for Assessment**
- Identify the animal. - Recognise if the animal is wild/domestic, vertebrate/invertebrate… - Tell the information of the animal.	- Filling in the worksheet information correctly. - Saying the information without help.	**All children must be able to:** Recognise the animal. **Most of the children should be able to:** Fill in the worksheet information without help. **Some of the children should be able to:**

	Produce simple complete sentences when describing the animal.
Discourse Text Targeted	**Language targeted – Non-verbal L Targeted**
Instructional → explanation of the tasks.	It is wild/domestic It is vertebrate/invertebrate It is herbivore/carnivore/omnivore

Outline of leading activities

This is the last day of the unit, so the final task is carried out.

Before the task, they do the review pages from the book. It is changed, so there is enough time to complete the task.

For the final task, the students are given one worksheet to help them describe the animal, and also one animal to each of them is given. The animal is chosen in relation to the capacities of each child, so all of them feel comfortable while describing it and that they are able to do it.

After some minutes, the game starts. One by one come to the front and read their worksheet so that the rest could guess the animal.

To finish the class, the teacher gives them a certificate of animal explorers to congratulate them for the work they have done.

Timing	Grouping	Teacher	Resources
3 minutes	All the class	Animals´ song	https://youtu.be/wCfWmlnJl-A?si=dTC7Q8XCM0s9efSJ
7 minutes	All the class	PowerPoint	Whiteboard, PowerPoint presentation
5 minutes	All the class	George message	https://view.genially.com/673e4dedd1e5839842ba3732/interactive-content-animals-exploration
5 minutes	Individually	Book review	Pupil´s books, pencils, and crayons.
3 minutes	All the class	Book correction	Pupil´s books, whiteboard, digital book.
7 minutes	Individually	Worksheet animal	Worksheets, animals´ flashcards.
20 minutes	Individually	Guessing game	Worksheets, animals´ flashcards.
5 minutes	All the class	Delivery of certificates	Certificates

Assessment criteria

At the end of this unit all the children must.	**At the end of this unit most of the children should.**	**At the end of this unit some of the children could.**
Recognise the animal.	Fill in the worksheet information without help.	Produce simple complete sentences when describing the animal.

Participate in the guessing game.   Produce the information without help.