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## Programación inglés primaria 2ciclo



# INGLES PRIMARIA 3 CURSO

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## **0. INTRODUCTION**

As an introduction, it is necessary to point out that English is nowadays the most international language for communication and exchange of ideas among people. That is the reason why learning this language can enable students to interact with other linguistic societies, know different lifestyles and cultures and reduce the linguistic and cultural frontiers that still exist among countries.

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This means providing them with a **communicative competence** in that language, as it is explained in the **Valencian Government Decree 111/2007**. (Sólo en Comunidad Valenciana. Ver anexo para otras comunidades).

*In this sense, the **European Council**, in the **Common European Framework of Reference for the learning of foreign languages document**, establishes directives on this matter, describing in a comprehensible manner the competence necessary for communication and facilitating a clear definition of teaching and learning objectives and methods. That's why my Lesson Planning is based on its directives.*

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## **1. CONTEXTUALIZATION**

The present programme planning, which I have called "**Fun & Fantasy**", will deal with the teaching of English as a foreign language within the **3<sup>rd</sup> grade of Primary Education** (Puede valer para 4<sup>º</sup> de primaria). .....

**1.1. THE STAGE:** Primary Education comprises six academic years (from 6 to 12 years of age) and is organized into three cycles of two years each. It is compulsory and free. The main goal of the Primary Stage consists of helping students to develop those basic

tools that will provide them the basis to continue their further education in the Compulsory Secondary Education and to become progressively autonomous learners capable of participating in the future as an active part of society.

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### **1.2. THE SCHOOL:**

The school is a Primary centre with a strong influence on the social environment of the town, what means that there is a fluent and cooperative relationship among the school, the families and students.

**1.3. MY STUDENTS:** With regard to the classroom profile, the number of the students is around 25, coming from low-middle class families. Three of them are immigrants (two Moroccan girls, Samira and Khadija, and one English boy called Jeremy); .....

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## **2. OBJECTIVES**

The General Objectives for Primary Education are extracted from the **Article 17 of the 2/2006 LOE**, which also sets the basic competences . In this sense, the connexion between the Primary General Objectives of the EFL (English as a Foreign Language) subject and my lesson planning can be noticed in the following **Primary General Goals**, established in the **Royal Decree 1513/2006**:

- To know and to appreciate the values and the rules of interacting, to learn to act according to them, to get prepared for the active exercise of the citizenship.

.....which will be specially adapted to my concrete context:

1. To **listen and understand** messages, extracting information from the realization of tasks related their experiences.
2. To **express orally** in simple and habitual situations, using as **verbal and non-verbal** procedures and having a respectful and cooperative attitude.

3. To **write texts** with different purposes about themselves and topics previously dealt with in the classroom, and getting support from models.
4. To **read in a comprehensive way** as a pleasure and personal satisfaction mean and to extract information according to an established objective.
5. To learn to use with progressive autonomy all the means close to him/her, including the technologies of information and communication, to get information and communicate using the foreign language.
6. To use the foreign language progressively to **foster and extend contents** of the non-linguistic areas learnt before and to learn new concepts.
7. To **value the foreign language**, and all the languages in general, as a mean of communication and entertainment among different people from different places and cultures, and also as a tool for the learning of different contents.
8. To have a **receptive, interested and confident** attitude about the own learning capability and the usage of the foreign language.
9. To **use the previous knowledge and experiences** in other languages for a faster, more efficient and more autonomous acquisition of the foreign language.
10. To **use any of the languages of the curriculum as a tool for information and learning**, taking into account the competence the student has in each of them.
11. To **identify** phonological, rhythmical, accentuation, stress and intonation aspects, and also linguistic structures and lexical **aspects of the foreign language; and use them** as basic elements of communication.

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### **3. CONTENTS**

In order to carry out the previous objectives, the learning process requires a series of contents.

....., following the recommendations of **the European Parliament**. In this sense, my programme planning will contribute to the development of the:

- **Linguistic Communicative Competence**
- **Learning to learn competence**
- **Artistic and Cultural Competence**
- **Social and Citizenship Competence**

- **And also to the Treatment of information and Digital Competence.**

Now, we are going to explain how these contents have been sequenced. Three main points of view have been taken into account:

- a) The situational context of communication.
- b) The need for communication that makes students apply language.
- c) And in the last place, our students' evolution in general and their socio-cultural environment, which determine the kind of language they want to learn and need to produce.

Next, according to the **Royal Decree 1513/2006** and as it is reflected in each didactic unit, this is the way **contents will be presented:**

- **First content block**: Listen, speak and converse.
- **Second content block**: Reading and writing.
- **Third content block**: Knowledge of the language.
- **Fourth content block**: Socio-cultural aspects and intercultural awareness.

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#### **4. METHODOLOGY**

This programme planning will be mainly developed according to the **Communicative approach**.

##### **Methodological principles:**

- English is the vehicular language in class.
- Students will get involved in communicative situations which are close and familiar to them.

- It is essential to make students feel motivated, so we must encourage them to participate actively in every task we arrange, creating a positive atmosphere in the classroom by means of amusing and meaningful activities.
- Students must be encouraged to use English as much as possible and to practise the four linguistic skills (listening, reading, speaking and writing) in an integrated way in order to become communicatively competent.
- The types of interaction in the classroom will be the following: the teacher to whole group (T-Ss); pair work; group work and individual work.

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As far as **the structure** of my programme planning is concerned, “**FUN & FANTASY**” shows an element of originality and internal coherence that is worth mentioning. That is to say, the fifteen Didactic Units of my syllabus planning show a **fix structure**: three sessions per unit, consisting in:

- A) **Warm-up** (to introduce the unit to students)
- B) **Developing the lesson** (to develop the contents previously planned)
- C) **Ending the lesson** (to close the unit)

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## **5. ASSESSMENT.**

Evaluation should be understood as an essential part in the teaching-learning process. It can be used as an instrument which guides us in our classroom behaviour, detecting progress and learning difficulties, and helping to find appropriate ways to deal with the specific needs of each pupil.

In my specific programme, and according to the **Order of December 13<sup>th</sup> 2007 of Conselleria d'Educació** (**Ver anexo para otras comunidades**), evaluation will be **continuous** and **global** and will have 3 different stages:

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- I will also make use of a **Self-evaluation sheet** like this for each student so that they can assess how much they have learnt at the end of each unit and the way they feel about it.

- And finally, I will also make use of individual **Tests** at the end of each unit in order to know if students have been able to reach the established aims or not.

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## **6. ATTENTION TO DIVERSITY.**

First of all, we have to bear in mind that homogeneity in a foreign language class does not exist because all students present different levels, needs and learning rhythms. Therefore, it is the teacher's responsibility to create an environment for cooperative learning where nobody can feel excluded and where we can teach all students without exception.

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## **7. ICT (Information and communication technology)**

My syllabus design promotes the use of ICT to enhance teaching and learning in the classroom. I consider that using ICT can be very interesting for second language learning; consequently, I have dedicated Didactic Unit number fourteen specially to treat vocabulary and structures related to new technologies, by means of a Power Point presentation, a song, a poem and specially by the story, a famous tale, "*Little Red Riding Hood*", completely adapted in an original version in which new technologies are the principal centre of interest.

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## **8. RESOURCES AND CLASSROOM BIBLIOGRAPHY**

### **8.1. RESOURCES**

I want to make special mention of the resources and materials I have prepared in order to make the foreign language class be motivating and attractive for our students. Along my fifteen didactic units I will make use of my own material, which, as I said before, I think will become extraordinarily attractive and motivating. This material is .....

## **8.2. CLASSROOM BIBLIOGRAPHY**

- ❖ **BREWSTER, J. & ELLIS, G.** *The Primary English Teacher's Guide*. Pearson Education Limited, (2002)
- ❖ **BYRNE, J. & WAUGH, A.** *Jingle Bells and Other Songs*. Oxford University Press, (1982)

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❖ **DIDACTIC UNITS:**

- 1. Nemo**
- 2. Meet the Robinsons**
- 3. The Addams Family**
- 4. Shrek**

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