

**MUESTRA PARCIAL
SESGADA
PROGRAMACIÓN
de oposiciones de
INGLÉS**

HAVING FUN WITH ENGLISH!

VERSIÓN CASTILLA Y LEÓN

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CUERPO DE MAESTROS

Educación primaria: 2º Ciclo 3º Curso



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MUESTRA PARCIAL SESGADA DEFENSA ORAL DE LA PROGRAMACIÓN 3 PR LENGUA EXTRANJERA CASTILLA Y LEÓN

ORAL DEFENCE

(GENERAL QUOTATIONS: MY DIDACTIC PROGRAMME)

1. INTRODUCTION

Hello and good morning to all of you. It's a pleasure to be here.

My name is _____, and next, I will expose my didactic programme to you.

Firstly, I will carry out the defence of this didactic programme which I hope you will find interesting. I would like to start this explanation by saying that planning is **not a simple process**, but it includes many aspects to work on.

I would like to say that making a didactic programme, in order to plan our everyday lessons, is a difficult task; because it includes a lot of aspects to work on for being adequate and flexible. Therefore, we must take into account the legal curriculum and the legal guidelines too. We must also consider our students' characteristics and needs by making a flexible and adapted year planning.

Students are one the most important elements in the learning process; so that, we must give them the chance to communicate in the classroom.

In addition to that, I strongly believe that **teaching is part of life** because we can teach wherever and we can learn wherever too, but for being a teacher, you have to be sure about that it's what you really want to do in your life. It's like a vocation that I've always had.

This year planning has been carefully programmed to be applied to the **3rd level of the 2nd cycle of Primary Education** and it consists of 15 units of 4 sessions each one. I've called it "**Having fun with English**" because, what I try at every moment is to let children the opportunity of enjoying and having fun while learning, which constitutes a positive point for motivating them towards the foreign language learning.

As Pestalozzi said: "Intelligence comes through our hands", and children learn by doing, playing, singing, dancing... and by having fun at the same time.

Next, I will go through with the explanation of the 2nd point of the defence for my didactic programme: "Variables conditioning the didactic programme", focussing firstly on the LEGAL FRAMEWORK.

2. VARIABLES CONDITIONING THE DIDACTIC PROGRAMME

a) Legal framework

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In order to make this didactic programme, being faithful to the **legal framework**, I've taken into consideration the legal guidelines and the principles of the **DCB** and of the **PEC** of the school where I'm working. So, in this way I will adapt the curriculum to my students' characteristics and needs, because, as all of us know we must adapt the teaching-learning process every single student.

The legal guidelines taken into account in order to make possible this didactic programme are:

- a) The Organic Law of Education 2/2006 (LOE) which is the current educative law in Spain, which explains the General Objectives for Primary Education and for the Foreign Languages Areas among other important aspects.
- b) N. R. D. 1513/2006 which abolishes the R. D 1006/ 1991, but which follows the major part of the principles exposed in the R. D 1006/1991, previously mentioned.
- c) The Castilla-León Government Decree 40/2007 of 3rd May describing the curriculum for Primary Education for the Castilla y León Community.
- d) The Order EDU/1951/2007 of 29TH November about evaluation in Primary Education.

a) ...The school

This school is located in León City.

The school levels are from Infant Education (3 – 5 years old) to 6th grade of Primary Education. Furthermore, the school offers many resources and different class-rooms: there's a library, a computers room with 25

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computers, it has got a canteen where the students can have lunch... The school is quite old, even though it's got many resources.

The playground is huge. It has a special area of sand with swings and slides (this area was built for Infant Education), a pitch for playing football, and some baskets for playing basketball, an area combined with grass and sand, benches...

There are 300 students, approximately, in the school. The average number of students per classroom is 19.

b) The English classroom

We have our own English classroom and I teach from 1st grade of Primary to 4th grade. The pupils, in the class I've chosen to focus this work, are in **3rd grade of the 2nd cycle of Primary** and there are **18** students in this classroom, what allows me to work better in order to satisfy their needs more individually. There are two blackboards, three windows, some shelves, a reading corner and a games' corner. On top of that, we have English class on Mondays and Thursdays. As the legal guidelines demand, these students have **2 lessons of English per week** because they are in 3rd grade of Primary.

As I've said before, we have our own **English classroom**, what constitutes a very important f

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2. VARIABLES CONDITIONING THE DIDACTIC PROGRAMME

c) Legal framework

In order to make this didactic programme, being faithful to the legal framework, I've taken into consideration the legal guidelines and the principles of the DCB and of the PEC of the school where I'm working. So, in this way I will adapt the curriculum to my students' characteristics and needs.

The legal guidelines taken into account in order to make possible this didactic programme are:

- e) The Organic Law of Education 2/2006 (LOE) which is the current educative law in Spain, which explains the General Objectives for Primary Education and for the Foreign Languages Areas among other important aspects.
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Now, I will explain the context in which the school is located, in addition to its characteristics and other important aspects.

d) The school

This school is located in León city. There's an important rate of immigration but

The neighbourhood where the school is situated is a middle- high class one. There, the major part of the pupils comes from middle – high class families.

The school levels are from Infant Education (3 – 5 years old) to 6th grade of Primary Education. Furthermore, the school offers many resources and different class-rooms: there's a library, a computers room with 25 computers, it has got a canteen where the students can have lunch... The school is quite old, even though it's got many resources.

The playground is huge. It has a special area of sand with swings and slides (this area was built for Infant Education), a pitch for playing football, and some baskets for playing basketball, an area combined with grass and sand, benches...

There are 300 students, approximately, in the school. The average number of students per classroom is 19.

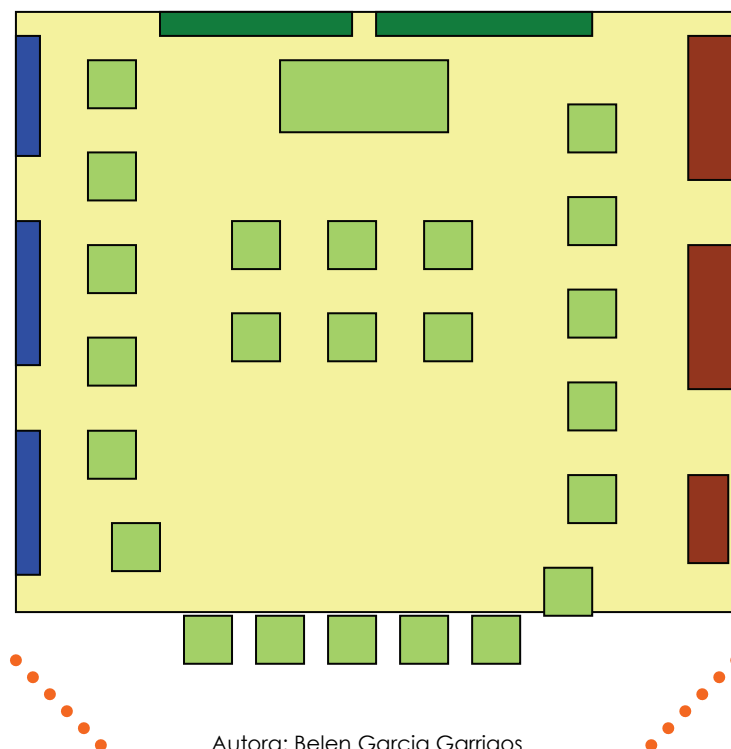
e) The English classroom

The pupils, in the class I've chosen, are in 3rd grade of the 2nd cycle of Primary and there are 18 students in this classroom, what allows me to work better in order to satisfy their needs more individually.

As the legal guidelines demand, these students have 2 lessons of English per week because they are studying 3rd grade.

We have our own English classroom, what constitutes a very important factor by contributing to the students' foreign language acquisition in an easier and more comfortable way. There are many advantages of having an English classroom: the material will be always available, it can be freely decorated, the organisation of the classroom (grouping the students, the furniture...) will favour the procedures to carry out for the acquisition of the foreign language... etc.

Classroom organisation



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As I've mentioned before, there are 18 students in my classroom. Two of them are immigrants coming from Ecuador. The language is not a problem for the students coming from Ecuador. However, as in every classroom, in my class, I have fast finishers and slow students, as one of the Ecuadorian pupils. So, I have two immigrants in my classroom

3. AIMS

In this year planning, I've tried to integrate all the general aims for the curriculum of the foreign language area established in the Decree 40/2007 of the Castilla-León Government, emphasising some of them over the others depending on the unit to work. They can be summarised as follows:

1. To listen and to comprehend messages, using the transmitted information to the realisation of tasks related with the personal experience.
2. To know and use the basic communication strategies and the social rules in oral interchanges.
3. To express orally in habitual situations, using verbal and non-verbal resources,.....
9. To use the knowledge and experiences with other languages to a faster, useful and autonomous acquisition of the foreign language.

....

MUESTRA SESGADA DESARROLLO ORAL

UNIDAD DIDÁCTICA

UNIT 1: BACK TO SCHOOL AGAIN!!!

Next, I will carry out the explanation of UNIT 1 which I find very interesting. I will explain every aspect considered to be taught as well as developing the different sessions with their learning stages, in which the year planning is organized.

The title of unit 1 is: "Back to school again" and it consists of As I've said in the defence, the unit is addressed to pupils in 3rd grade, 2nd cycle Primary. Let's go on with the development.

INTRODUCTION: AIMS and CONTENTS

As I've told you before, the unit I'm going to explain is the first unit of this year planning: Back to school again! As I explain you all the aspects related to this unit, you can follow a scheme of it on pages 26 and 27 of the didactic programme.

- The first issue to be named is that one related to the **aims**. As you can imagine.....
 - .
 - Regarding the **contents**, I've organised them into 3 of the 4 blocks established by the R.D. 1513/2006. Even though, every content has been selected by taken into account the Castilla-León Government Decree 40/2007.
- The 2nd **block of contents** (LANGUAGE AS AN INSTRUMENT FOR LINGUISTIC REFLECTION) refers to the **concepts**, which are organised in: Vocabulary, previous vocabulary, grammatical structures and phonology. About the **vocabulary** to be learnt by the

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pupils, I can mention that one related to classroom items and school subjects. The days of the week and some numbers are the **previous vocabulary** that students must already know, which will be reviewed in the unit. On top of that we will study some **grammatical structures**, such as: *My name is...*, *I'm (10) years old*, *Can you spell...?*, *What's your favourite subject?* *My favourite subject is...* *Can you repeat...?*. I also think that it's very important to work on the **phonology**, in order to know how to pronounce the words and to get an appropriate rhythm and intonation when speaking. Therefore, in this unit, we will emphasize the phoneme /S/ like in <English**h**>, <Spanish**h**>...

- The **1st block of contents**

-

1ST SESSION

Let's start with the first lesson, in order to develop and explain all the activities that will be carried out. We will begin every lesson by saying what's the weather and fill in a monthly chart about the weather, as a warm up activity. We will also sing a good morning chant.

- During the stage of **presentation** I will present to the students the new vocabulary to be learnt through a song. I will show them "realia" (real objects) about classroom items in order to know the vocabulary. We can play some games with realia, being the teacher the instructor. For instance we can play a game that pupils really like: "Simon says" with the realia. E.g. Simon says take your pencil. Simon says take two pens... I will also introduce them some common use sentences by means of

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beautiful flashcards and we will practice them and stick them on the walls all over the classroom. We will sing a song.

- At the stage of practice, we will practise the vocabulary previously introduced through some written activities as you can appreciate in this worksheet (show the worksheet with activities). They will listen and number the classroom objects and they will also do some matching activities.
- After the phase of practice comes the production stage, in which the students can practice what they have been learning more freely by means of dynamic and motivating activities. They will carry out an interview to the other classmates by asking and answering: What's your favourite subject? My favourite subject is_____.

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