

**PROGRAMACIÓN  
SESGADA  
de oposiciones de**

# INGLÉS

VERSIÓN  
ANDALUCÍA

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CUERPO DE MAESTROS

Educación Primaria: 2º Ciclo 4º Curso



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**Cuerpo de Maestros.**

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# TEACHING PROGRAMME

## "My English World" 4<sup>th</sup> Grade (2<sup>nd</sup> Cycle)

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## 1. INTRODUCTION AND JUSTIFICATION

**W**hat would you like to teach? It is not the same thing to teach to solve mathematical problems as to prepare a cake or to read a story in a foreign language. ...

**The present programme is based on:**

- Organic Act 2/2006 on Education (LOE) (BOE 3-05-06)
- Law of Education in Andalusia 17/2007 (*LEA*) of December 10th (BOJA 252, 26th December, 2007)
- Decree 230/2007, of July 31<sup>st</sup> for the Curriculum in Andalusia (Order 10-08-2007).
- Royal Decree 1513/2006 of Minimal Teachings in Primary Education (BOE 8-12-06)

Therefore, such principles as **globalisation, constructivism, meaningful learning, tolerance, respect, functionality and communicative approach** make up the ideological shape of the intentions and methodologies displayed here. These conceptions make reference not only to linguistic aspects, but also to socio-cultural ones. Both aspects should be understood as complementary in the ultimate task of forming integral individuals in a contemporary society.

**The reasons that justify an interest in planning can be summed up in:**

- The complexity of teaching-learning processes.
- Intentionality of educational action.
- Training and professionalization of teachers....

## 3. OBJECTIVES

### 3.1. General Objectives for the Stage: Primary Education

These objectives are expressed in terms of abilities and they constitute the type of development that the students are expected to achieve throughout this stage. These abilities .... The objectives established in **Decree 230/2007** for Primary Education are designed for the students to develop the following capacities:

**A) To know and appreciate the values and behavioural norms, to learn to follow and work within them, to get ready to actively exercise their citizenship and to respect and defend human rights, as well as the pluralism of a democratic society.**

The organization and performance of games in all the units is the most important means of working on the acceptance of rules, together with the norms for classroom management and other values to be shown.

### 3.2. General Objectives for the Area of Foreign Languages

**Objectives** must be understood as the intentions that support the planning and realisation of those activities needed for the attainment of the so-called "great educational goals..."

Our General Objectives are expressed in terms of the **capacities/abilities** that the students are expected to have attained by the end of the Primary Education Stage with regard to the Area of Foreign Languages. **The Curricular Order 10-08-07 and D. 230/2007** in Andalusia agree in the **selection of Objectives** for our area with those included in **R.D. 1513/2006**, which are:

**1. To listen to and understand varied verbal interactions, using the transmitted information for the realisation of diverse concrete tasks related to their experience.**

All the units include the listening to a story as the generator of different activities that integrate the four skills...

## 4. BASIC COMPETENCES

According to Article 6:

The **Basic Competences** in Primary Education are understood as the set of skills, knowledge and attitudes, adapted to the context, which the students in this stage must achieve for their personal development, as well as for the exercise of active citizenship and their social integration.

The curriculum of Primary Education will have to include, at least, the following **Basic Competences**:

- A. **Competence in linguistic communication**, referring to the use of language as an instrument for oral and written communication, both in the Spanish language and in foreign language.

We can add the following *Sub-competences*:

- a1. To express orally thoughts, emotions, experiences and opinions in a coherent way...

### 4.2. Contribution of the Area to the development of the Basic Competences:

The study of a foreign language contributes ... completing, enriching and filling with new comprehensive and expressive shades this communicative general capacity. A learning of the foreign language based on .... contribute to the development of this basic competence in the same sense that it does the first language....

## 5. CONTENTS

The regulations provided by **D. 230/2007** and **R.D.1513/2006** for the Minimal Teachings in Andalusia and Spain, following the Common European Framework of Reference for Language propose four blocks of contents, dealing with the *Four Nuclei of Basic Skills*: Listening, Speaking, Reading and Writing, as expressed in the Curricular Order **10-08-07**:

- **What and how to listen: Listening** has a special importance in foreign language teaching. In this 2<sup>nd</sup> cycle of primary education....

### 5.1. Blocks of Contents

This section offers a list of the main contents to be worked on as a whole throughout the school year. All these general contents will be developed in the sequence of didactic units that this syllabus includes, and they are a selection and concretion of those included in the official curriculum.

#### 5.1.1. Listening, Spoken Production and Spoken Interaction:

- **Recognition** of the principal sounds, the rhythm and the intonation of the English languages such as different songs: family, jungle or happy birthday; rhymes, greetings... *showing interest* in expressing himself-herself in the English language.

### 5.5. Sequencing of Contents: Teaching Units

This syllabus consists of fifteen didactic units spread along a full academic year. The description of every unit is constituted by: the **name** of the unit, the specification of the **centre of interest**, the **approximate timing** (number of sessions...

This syllabus' **time planning** follows the scheme offered below:

#### Didactic Units sequence

1 <sup>st</sup> TERM	2 <sup>ND</sup> TERM	3 <sup>RD</sup> TERM
UNIT 1 HELLO AGAIN	UNIT 7 MY FAMILY	UNIT 12 SPORTS

UNIT 2 <b>BIRTHDAY PARTY</b>	UNIT 8 <b>THE JUNGLE BOOK</b>	UNIT 13 <b>THE WEATHER</b>
UNIT 3 <b>THE BODY</b>	UNIT 9 <b>WHAT TIME IS IT?</b>	UNIT 14 <b>THE TOWN</b>
UNIT 4 <b>HALLOWEEN</b>	UNIT 10 <b>TRANSPORT</b>	UNIT 15 <b>IT'S HOLIDAY!</b>
UNIT 5 <b>MY HOUSE</b>	UNIT 11 <b>EASTER</b>	
UNIT 6 <b>CHRISTMAS PRESENTS</b>		

**5.5. Didactic Units Organization.**

<b>UNIT: 3</b>	<b>Title: THE BODY</b>	<b>Timing: 5 Sessions. 15-31 Oct</b>	
<b>TOPIC(s):</b> parts of the body		<b>FINAL TASK:</b> "THIS IS MY ALLIEN". SS construct a doll with recycle cardboard and make a physical desc.	
<b>JUSTIFICATION</b>		<b>DIDACTIC OBJECTIVES</b>	<b>Area</b>
This topic is closed to children's interests..		-To identify and locate the different parts of the body....	1,6,7,8,9
<b>BASIC COMPETENCES</b>		<b>Objs</b>	
-a1,a2,a7,a8,a14,a15		A,F,Ñ	
<b>CONTENTS</b>			
<i>Listening, Spoken Production and Interaction</i>	<b>-Listening and singing</b> the <u>body action song</u> showing <i>interest in participating responsibly</i> in the classroom activities...		
<i>Reading and Writing</i>	<b>-Reading and matching</b> <u>descriptions with illustrations</u> about <u>the body</u> <i>showing interest and effort</i> to overcome one's ability..		
<i>Linguistic Competence and Learning Reflection</i>	<i>Topics &amp; Vocab.</i>	<b>-Identification and use</b> words relating to <u>parts of the body</u> ...	
	<i>Grammar &amp; Struct.</i>	<b>-Asking for information</b> about <u>personal descriptions</u> ...	
	<i>Phonetics</i>	<b>-Production</b> of English sounds in ...	
	<i>Learning Reflection</i>	Appreciation of the importance ....	

<i>Sociocultural Aspects and Intercultural Conscience</i>	....
<b>Education in Values:</b> .	<b>Interdisciplinary Links:</b> Music: action song...
<b>ITC: activities on- line</b>	
<b>SAMPLE ACTIVITIES</b>	<b>EVALUATION</b>
<b>Motivation &amp; Diagnostic Activities:</b> Chat, warm-ups, routines. Final Task Exposition ...	<b>Criteria:</b> Says and identifies parts of the body...

....

## 6. EDUCATIONAL PLANS AND PROGRAMMES

They are initiatives of pedagogic innovations which are generated at schools or which schools demand from educational authorities in order to meet the attention of diversity of students.

The main types are: TIC schools, Bilingual schools, Sports at school, Quality management system, Educational compensation plans, Self-evaluation and improvement plan, Co-education project, Educational Innovation and curricular development, School: a place for peace project and Eco-school. This school participates in the following Educational Plans and Programmes...

## 7. METHODOLOGY

Our methodology is the set of criteria ...

For the Area of Foreign Languages, it is necessary to take into account some important linguistic considerations and the general principles of the Primary Education Stage in order to derive a valid methodology for Foreign Language Teaching in our specific context.

### 7.1. Linguistic Considerations

Three areas have served as starting points and guidelines to develop our Teaching Programme as regards the conceptions of Language and the process of Foreign Language Learning...

This syllabus has been designed according to the methodological guidelines established by the *Common European Framework of Reference for Languages* and R.D. 1513/2006....

### 7.4. Considerations for Task Design

In accordance with the Psycho-pedagogical Principles of the Primary Education Stage, this Teaching Programme has been designed taking into account the following considerations:..

### 7.5. Routines

The use of certain routines is very useful in Primary Education. ...

The routines will be: hello song (for starting the class everyday), bye-bye song (for ending the class everyday)...

## 7.6. Resources and Materials

Any **material** can be used in certain circumstances as a resource ...

## 7.7. Organization: Groupings

Our methodological approach requires..

## 8. MATERIALS AND MAIN RESOURCES

Any **material** can be used in certain circumstances as a resource to facilitate teaching and learning processes..

## 9. ATTENTION TO DIVERSITY

### 9.1. General Aspects

This is a fundamental aspect within our methodology. In our view, the provision for differentiation in the classroom is not only legal or normative necessity, but also ...

## 10. EVALUATION

The *LOE*, Decree 230/2007 for the Curriculum of Primary Education and the different Orders for Evaluation (Order 10-08-07) constitute the prescriptive framework ....

## 11. EXTRACURRICULAR AND COMPLEMENTARY ACTIVITIES

The teachers in the Second Cycle have planned a series of activities that include those directly related with the area of English...

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