

CEIP LOS CAMPANALES

Las Lagunas (Mijas Costa)

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TERCER CICLO EDUCACIÓN PRIMARIA

PROGRAMACIÓN DIDÁCTICA

Syllabus. Foreign Languages: English

ÍNDICE

1. INTRODUCTION
2. OBJETIVES OF THE STAGE
3. CONTRIBUTION OF THE PROJECT TO THE DEVELOPMENT OF THE KEY COMPETENCES
 - 3.1. Key competences and the objectives of the stage
 - 3.2. Contribution of the *tiger* project to the development of the key competences
 - 3.3. Methodological strategies to deal with the competences in the classroom
4. CONTENTS, EVALUATION CRITERIA AND LEARNING OUTCOMES
5. CROSS-CURRICULAR CONTENTS (CLIL)
6. METHODOLOGY.
7. LITERARY EDUCATION / READING PROMOTION
8. EVALUATION
 - 8.1. Evaluation criteria and learning outcomes
 - 8.2. Evaluation resources
 - 8.3. Types of evaluation
 - 8.4. Qualification Criteria
9. MEASURES DESIGNED TO CATER FOR STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS
10. RESOURCES

1. INTRODUCTION

The gradual globalisation process, in which our world is immersed from the second half of the twentieth century, has increased the need to face the new challenges arising from the gradual disappearance of borders, which were traditionally established between countries in the economical, political, social as well as cultural sphere. Accordingly, it becomes clear that, one of the main objectives of Education, from the earliest possible age, must be to provide citizens with useful tools to develop competences that enable them to adapt to an increasingly globalised and interdependent society.

Foreign language learning takes on special importance in this respect, as the ability to communicate is the first requirement the individual must fulfil to function effectively in an increasingly multi-cultural and multi-lingual context. This has been acknowledged by all the European Union governments, which, over the past years, have programmed several Community actions in Education, with the ultimate objective of making possible that each citizen has a working knowledge of at least two foreign languages, apart from their mother tongue, and this has also been reflected in the Spanish legislation, which, according to this, has placed special emphasis on the ability to communicate in one or more foreign languages, which is one of the goals to which our present educational system is addressed.

The basic curriculum for Primary Education is structured around language activities as described in the **Common European Framework of Reference for Languages**: understanding and production (expression and interaction) of oral and written texts. The relevant Contents, Evaluation criteria and Learning outcomes are organised into four main blocks, which correspond to the aforementioned language activities, which are the backbone of the education of the area.

In Primary Education, It should be seriously taken into account that students leave from a very basic competence level, and therefore, both in the communicative interaction and in the understanding and production of texts, it will be essential to refer always to familiar contexts for

students of that age, thereby profiting from their previous knowledge and from their skills and experience.

The **Tiger series** has been developed along the lines of the following documents:

- ⇒ **Organic Law for the Improvement of Educational Quality 8/2013, of 9 December, (LOMCE)**
- ⇒ **Royal Decree 126/2014 of 28 February, by which the core curriculum of Primary Education is established**
- ⇒ **Order ECD/686/2014, of 23 April, by which the curriculum of Primary Education is established for the area of the Ministry of Education, Culture and Sports**

According to the LOMCE, the curriculum is integrated by the **objectives** of each educational stage; the **competences**, or skills needed to activate and put into practise the relevant contents of the stage in an integrated way, so as to achieve the realisation of the activities and the effective resolution of complex problems; the **contents**, or a set of knowledge, abilities, skills, and attitudes which contribute to the achievement of the objectives for each educational stage and the acquisition of the relevant competences; the **teaching methodology**, ranging from the description of the teaching practices to the organisation of teacher's work; measurable **learning outcomes**; and the **evaluation criteria** to assess the level of acquisition of the competences and the achievement of the objectives of each educational stage.

The contents are organised into subjects, which are classified into areas, fields and modules, depending on the educational stage, or the programmes students take part in.

- a) **Curriculum**: regulation of the elements determining the teaching and learning process for each educational stage.
- b) **Objectives**: references to the achievements that the student must attain at the end of the educational process, as a result of the teaching and learning experiences intentionally planned for this purpose.
- c) **Competences**: abilities to apply the relevant contents of each educational stage in an integrated way, in order to achieve the correct realisation of the activities and the effective resolution of complex problems.

d) **Contents:** set of knowledge, abilities, skills, and attitudes which contribute to the achievement of the objectives for each educational stage and the acquisition of the relevant competences. The contents are organised into subjects, which are classified into areas, fields and modules, depending on the educational stage, or the programmes students take part in.

e) **Measurable Learning outcomes:** specifications of the evaluation criteria which allow to define the learning results, and specify what the student must know, understand and know how to do, in each area; these standards must be observable, measurable, and assessable and must allow the graduation of the students' achievements. The standards must be designed in order to contribute and facilitate the use of standardized and comparable tests.

f) **Evaluation criteria:** specific references used to assess the students' learning process. They describe whatever it is that must be valued and that students must achieve, both in terms of knowledge and in competences; they respond to what is aimed to achieve in each area.

g) **Teaching methodology:** set of strategies, procedures and actions planned and organized by the teachers, consciously and reflexively, in order to promote the students' learning process and their achievements.

The **general principles** at this stage, according to the Royal Decree 126/2014, of 28 February, by which the core curriculum of Primary Education is established, are as follows:

The aim of the Primary Education is to help students learn the principles of oral expression and comprehension, reading, writing, calculation, the acquisition of basic notions of culture, and the habit of coexistence as well as the study and work habits, the artistic sense, creativity and affectivity, in order to ensure an integral formation that contributes to the full development of the students' personality, and to prepare them effectively for Compulsory Secondary Education

The educational action in this stage will try to integrate the different learning experiences of the students and it will also be adapted to the students' different working paces.

Primary Education is divided into six academic years, which will ordinarily be taught between six and twelve years old, and it is organized in areas, which will have a holistic and integrative approach.

2. OBJETIVES OF THE STAGE

Primary education will contribute to the children development of the skills that will enable them to:

- a) Understand and appreciate the values and standards of living, learn to act in accordance with them, prepare for active citizenship and respect for human rights and pluralism inherent in a democratic society.
- b) Develop individual and team work, effort and responsibility in the study as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, creativity and interest in learning, and entrepreneurship.
- c) Acquire skills for the prevention and peaceful resolution of conflict, enabling them to function independently in the family and household, as well as in social groups with which they are associated.
- d) Know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of people with disabilities.
- e) Know and use appropriately the Spanish language and, if any, the co-official language of the Autonomous Community and develop reading habits.
- f) Acquire, in at least one foreign language, skills to enable them to express and understand simple messages and function in

everyday situations.

- g) Develop basic Maths skills and initiative in solving problems that require elementary operations of calculation, geometry and estimates, as well as being able to apply to situations in everyday life.
- h) Know the main features of Natural Science, Social Science, Geography, History and Culture.
- i) Start using, for learning, the information technology and communication to develop a critical mind to the messages they receive and produce.
- j) Use representation and artistic expression and start to build visual and audio-visual proposals.
- k) Rate hygiene and health, accept their own body and that of others, respecting differences and using physical education and sport to encourage both personal and social development.
- l) Know and appreciate those animals closest to us and adopt forms of behaviour that contribute to their preservation and care.
- m) Develop emotional skills in all areas of personality and in their relationships with others and an attitude opposed to violence, prejudice of any kind and sexist stereotypes.
- n) Promote road safety education and respectful attitudes that affect the prevention of accidents.

3. CONTRIBUTION OF THE PROJECT TO THE DEVELOPMENT OF THE KEY COMPETENCES

The **European Union** guidelines insist on the need for citizens to acquire the key competences as an essential condition for individuals to achieve a complete personal, social and professional development, adapted to the demands of a globalized world and making economic development possible, linked to knowledge.

The competence is a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behaviour components, that work together in order to achieve a successful action. The practical knowledge is acquired through active participation in social practices, which can be developed both in a formal educational context, (i.e. through the curriculum), and in informal or non-formal educational contexts.

The competences are conceptualized as «know how to do», applied to a variety of academic, social and professional contexts. So that it is possible to transfer these competences to the different contexts, it is essential to understand the knowledge included in the competences and its connection with the practical abilities or skills involved.

The competence knowledge integrates a conceptual basis knowledge: concepts, principles, theories, data and facts (declarative knowledge- *know how to say*); a skills knowledge, related both to an observable physical action and to mental action (procedural knowledge –*know how to do*); and a third component which has a great social and cultural influence, and which involves a set of attitudes and values (*know how to be*).

Apart from that, learning through competences favours the students' own learning process and their motivation for learning, due to the strong relation between the different components: the concept-based knowledge (“know”) cannot be learnt apart from its use, “know how to

do”; neither can a procedural knowledge be acquired (“skills”) without a concept-based knowledge, which gives sense to the action.

As some of the main features of learning through competences are transversality, dynamism and an integral character, the teaching learning through competences process must be tackled from all the areas of knowledge and by all the different authorities of the educational community, both in formal fields and in non-formal or informal ones.

Its dynamism is evidenced by the fact that the competences are not acquired at a certain moment and remain unaltered, but, on the contrary, they are part of a developing process through which individuals acquire higher and higher levels of performance using them.

Furthermore, this type of learning involves a thorough training of students who, at the end of the educational stage, will manage to transfer the acquired knowledge to the new circumstances they come across in the life they choose. Hence, they will be able to reorganise their way of thinking and acquire new knowledge, improve their performance and discover new ways of action and new skills that will allow them to efficiently perform the tasks, favouring the lifelong learning process.

The **Key Competences of the curriculum** are as follows:

- 1. Competence in linguistic communication. (CLC)**
- 2. Competence in mathematics, science and technology. (CMST)**
- 3. Digital competence. (DC)**
- 4. Learning to learn. (L2L)**
- 5. Social and civic competences. (SCC)**
- 6. Sense of initiative and entrepreneurship. (SIE)**

7. Cultural awareness and expression. (CAE)

The development of **basic disciplinary competences** (CLC, CMST) will be enhanced, though students will also deal with the rest of **cross-cutting key competences**.

3.1. KEY COMPETENCES AND THE OBJECTIVES OF THE STAGE

- ⇒ The key competences must be closely linked to the established objectives for Primary Education.
- ⇒ The relationship between the key competences and the objectives of the stage, makes it necessary to design strategies in order to favour the inclusion of students in adult life, and act as the base for their lifelong learning.
- ⇒ The efficient acquisition of the key competences by students and its contribution to the achievement of the objectives of the educational stages, requires the design of integrated learning activities, which make it possible to progress towards learning more than one competence at a time.

3.2. CONTRIBUTION OF THE *TIGER* PROJECT TO THE DEVELOPMENT OF THE KEY COMPETENCES

- ⇒ The Foreign language area, in its different modalities, contributes essentially to the development of the **Competence in Linguistic Communication (CLC)**, not only in terms of second languages, but also regarding the mother tongue. On the one hand, the second language learning process must be close to the process of acquisition of the mother tongue, in order to

produce natural results, directly applicable to the linguistic use in the real world; on the other hand, the conscious reflection and the systematic development of varied competences that occurs when learning second languages, can be extended to the mother tongue, in order to improve the competence in their own language so as to understand, express, interact and articulate thoughts and feelings about oneself, the others, and the mental and physical environment where social relationships are built.

This Project continues to develop pupils' linguistic communication skills in English in a systematic and comprehensive way. Pupils identify different formats and types of listening texts, e.g. a radio report or a conversation, and are aware of the way language can be adapted depending on the context and the intention of the communicator.

Through exposure to a wide range of stories and texts of different genres, as well as everyday dialogues, pupils show progress in expressing themselves adequately in order to put forward arguments, give explanations or express personal opinions. Pupils are increasingly aware of register and can use language and vocabulary which is appropriate to different situations.

Through quizzes, games, discussions, dialogues, 'Everyday chitchat', personalised speaking activities and projects, pupils learn to express their thoughts, emotions, experiences and opinions using both linguistic and non-linguistic means of communication. Pupils initiate and close conversations and take part in interactive exchanges and dialogues, respecting the rules of spoken interaction (e.g. turn-taking and using appropriate gestures). Pupils can also assess their own oral production and interaction, and recognise the value of their ability to communicate effectively in a range of everyday situations.

This Project also helps support the development of reading skills, as pupils learn to identify the type, format and source of texts and establish meaning from the context. They are increasingly able to identify relevant information, express preferences and give a personal response related to the content and purpose of different real-world texts. They also enjoy reading for pleasure. Pupils

learn to write different text types for a range of communicative and creative purposes in a clear, organised manner using appropriate language and vocabulary. They also learn to revise and check their written texts and to value writing as a means of informing, learning and personal communication.

⇒ The dynamic nature of language, is also present in the **Competence in mathematics, science and technology (CMST)** and in other areas of knowledge, to which foreign languages can contribute facilitating and expanding access to data, procedures and investigation techniques; favouring a more direct and successful exchange between scientific communities, and fostering the joint construction of human knowledge.

The Project develops pupils' competence in mathematics, science and technology in a variety of ways. Mathematical competence is developed through the recognition and use of numbers in a range of different contexts, such as cultural information about different countries (e.g. size, population), different currencies, and projects (e.g. reporting on the results of a survey). Through a range of activities based on visual observation and discrimination, pupils develop their understanding of the relationship between geometric shapes and everyday objects in English. Through the use of simple tables, grids and charts, pupils learn to express and interpret information and data.

Through the CLIL sections of *the project*, pupils develop competence in science and technology in a range of interesting, lively and dynamic ways. These include raising awareness of the influence that human beings have on their environment, the benefits of doing different types of exercise and of healthy eating, and the positive and negative effects of using electronic gadgets. These topics develop pupils' understanding of different aspects of science and the physical world. Pupils are increasingly aware of the physical space in which human beings live and show a preference for a healthy lifestyle in a healthy natural and social environment.

⇒ In this and in any other fields, the linguistic activity is highly performed today through technological means. These means are included in the curriculum as a natural support of oral and written texts that students will have to produce, understand and process, so the **Digital competence (DC)** is considered as a substantial part of the communicative competence.

The use of information and communication technologies must have an important influence on the way in which foreign languages are taught and learnt, and the necessary innovations in this field must be based on a new concept of language, which is not just something that people know, but, above all, something that people do.

Through the integration of digital and multi-media resources, pupils use information and communication technologies (ICT) as essential tools for learning and communication. In *the Project*, pupils develop their digital competence by doing investigative work for projects, and 'Internet Tracks' is a regular feature which encourages pupils to extend their learning based on specific lessons using ICT skills. Pupils show frequent initiative in using digital resources and can search for, process and communicate information, converting it into knowledge. Pupils use appropriate language to talk about ICT in English and can communicate information and knowledge using digital means. Digital components for Project include a fully integrated digital course for teachers and pupils with the following enhanced features: *Vocabulary App, Grammar App, Storyteller, Songs App* and *Videos*.

⇒ Another key competence is developed in the learning process itself: the competence for **Learning to learn (L2L)**; that is why the curriculum highlights the procedural nature of all its constituent elements and their relationships. The contents needed to reach the learning outcomes —whose level of acquisition is measured by applying the evaluation criteria described as actions —, are considered as *competential contents*, that is to say everything that students must, simultaneously, know, know how to use and know how to integrate to their competence profile.

The curriculum helps students develop the ability for learning to learn starting by establishing, in a transparent and consistent way, the aimed objectives or results, what students must do with the language as speakers of a foreign language; deciding on what they need to learn in order to reach these objectives, and indicating the strategies they can put into practice so as to get them. Setting goals of a varying nature, according to the need to build the personal competence profile, is, as well, the first step to take for an efficient autonomous lifelong learning.

In *this Project*, pupils progressively become more effective and autonomous learners and can use a range of learning skills and strategies to meet their personal learning objectives. Pupils are aware of what they can achieve individually and are increasingly confident in the face of new learning challenges. They recognise the skills required for effective learning, such as paying attention, concentrating and memorising, and understand the relationship between effort, action and results. Pupils increasingly set themselves short-, medium- and long-term goals, plan activities, use appropriate study strategies and make effective use of time. They are aware of their personal strengths and weaknesses and have the motivation, perseverance and self-belief to make the most of the former in order to improve the latter.

In *the Project*, learning aims are explicitly stated at the start of each unit in the Pupil's Book. There are also clear learning objectives established at the outset of each lesson within the unit. At the end of each lesson, the teacher conducts a brief review to raise pupils' awareness of what they have learnt and how they have learnt, and to ensure that the learning objectives have been met. In addition to this, pupils are encouraged to carry out independent research and investigation for project work, making use of technology where appropriate. They also review and assess their own work at the end of each unit in the Activity Book and complete their '*Tiger Tracks Progress Journal*'. This comprises several different sections in which pupils review their learning, check their understanding of grammar, identify activities that help them learn, focus on learning strategies for different study skills, assess what they can do, and make an action plan to help them remember the unit. In the end section of the Activity Book there is also a *Study Skills section* to further develop autonomous learning.

⇒ The effective use of foreign languages necessarily involves an open and positive vision of the relationship with the others, materialised in attitudes such as valuing and respecting all languages and cultures, respecting people whose values and beliefs differ from the own ones, as well as appreciating other people's customs, practices and ideas, what must be understood as a unique opportunity for mutual enrichment, and for conflict prevention and resolution to the satisfaction of all parties involved. The **Social and civic competences (SCC)**, and the **Cultural awareness and expression (CAE)**, (both the ones related to their closest environment and the ones related to wider spheres of action), are consequently part of the skills included in intercultural competence integrated in the foreign language learning.

This Project places great emphasis on developing social and civic competences through the use of methodology that promotes active participation, respect for classmates, willingness to follow rules, and cooperation and collaboration with the teacher and peers. Pupils learn to take decisions in an increasingly responsible way, taking into account individual and group interests. Pupils appreciate and value the differences between themselves and others, respect cultural diversity and understand different points of view.

Social and civic competences are explicitly promoted in '*Tiger Tracks Values*' after each story. These draw out learning points which encourage children to adopt appropriate behaviour in different situations and to respect and value their relationships with others and the community. Examples of values in *Tiger Tracks* include the importance of following your interests, helping other people, being kind to animals, not depending on luck, trying to do things that are difficult, keeping safe from dangerous wild animals and being kind to your friends if they're fed up or miserable.

- ⇒ The **Cultural awareness and expression (CAE)** also involves knowing, understanding, appreciating and showing criticism towards different cultural and artistic performances, using them as a source of enrichment and enjoyment and considering them as part of peoples' heritage.

In *this Project*, cultural awareness and expression is developed through a wide range of content and culture-based texts and images based on the culture of the UK and other English-speaking countries. Pupils develop an understanding of different forms of culture, such as music, songs, stories, painting, history and traditions.

They show interest, pleasure and curiosity in finding out about aspects of other cultures and comparing these with their own.

In *this Project*, pupils are introduced to aspects of culture in the UK (England and Scotland), Australia, India, the USA and South Africa. Topics covered include well-known cities, sports, famous buildings, currencies, cultural traditions and different types of open-air markets.

There is also an engaging culture quiz about each country, which establishes basic knowledge such as the name of the capital cities and also introduces pupils to a range of other interesting and amusing facts

- ⇒ The action-oriented approach adopted in the curriculum focuses on the students, who are the ones who learn, build their competences and use them, both to deal with learning tasks in the classroom and in real communication. Hence, the area of Foreign Language decisively contributes to the development of the **Sense of initiative (SIE)**, specially regarding oral and written expression and interaction activities, in which, from the very beginning, students must take decisions about what to say and how to do it, through which channel and by what means, in which circumstances and depending on what expectations and reactions of their partners, with the aim of meeting the intended communicative purpose as successfully as possible. The conscious choice and application of the communication strategies, the speech organization, the execution control and reparation, prepare pupils to assume their responsibilities, feel confident on their own abilities, reinforce their identity and regulate their behaviour.

The clear and convincing expression of ideas and thoughts and the ability to assume risks, together with the appropriate management of the interaction and stimulus derived from communicating in other languages to face new challenges or to solve problems in complex scenarios, are essential in the development of **entrepreneurship**. Foreign languages are also the doorway to a world of endless possibilities in the professional field, and the curriculum intends to promote entrepreneurship as an attitude to life, including specific activities in which the students learn to be critical, creative and engaged also in these contexts.

In *the Project*, the development of a sense of initiative and entrepreneurship goes hand in hand with learning to learn. The approach to learning and the use of components such as the '*Tiger Tracks Progress Journal*' (see learning to learn section) encourage pupils to adopt a responsible and self-aware attitude towards their own learning. Pupils develop emotional self-control and an ability to be constructively self-critical. They are capable of carrying out tasks with self-confidence and show flexibility in overcoming learning challenges and finding solutions when necessary.

Through regular project work, either individually or in pairs/ groups, pupils come to understand and value the stages of preparation, decision-making, planning, information gathering, drafting, writing and presenting a project. They are also capable of subsequently evaluating their work and implementing improvements.

A sense of initiative and entrepreneurship is also encouraged in regular personalised activities and discussions in which pupils are actively encouraged to express their opinions and divergent views, and in activities where pupils are encouraged to be creative and use their imaginations.

3.3. METHODOLOGICAL STRATEGIES TO DEAL WITH THE COMPETENCES IN THE CLASSROOM

The teaching and learning process requires careful planning of the results to achieve, clearly understanding the goals or objectives, the necessary resources, the most appropriate methodology and the learning assessment and feedback processes.

Didactic methods must be chosen according to the best possibilities to achieve the proposed targets and bearing in mind the factors conditioning the learning process.

- ⇒ One of the key elements in learning through competences is sparking and maintaining children's **motivation** for the learning process, what involves a new approach to the student's role, which must be active and autonomous, conscious of being responsible of their own learning process.
- ⇒ In order to foster motivation for competence learning it is also necessary to apply active and contextualized methodologies which enable the **implication and participation** of all the students, and the acquisition and use of real life knowledge, so that learning becomes transferrable and long-lasting.
- ⇒ Active methodologies must be supported by **cooperative learning** structures, so that, through the joint resolution of tasks, the members of the group get to know the strategies used by their colleagues and are able to apply them to similar situations.
- ⇒ The **interactive strategies** are the most appropriate ones for a competence teaching-learning process, as they enable sharing and building knowledge as well as making the classes more dynamic, through verbal and collective exchange of ideas.

- ⇒ **Working through projects** helps students organize their thoughts favouring reflection, criticism, elaborating hypotheses and researching through a process where each one assumes the responsibility for their own learning, applying their knowledge and skills to real projects.
- ⇒ Furthermore, it is advisable to use the **portfolio**, which offers wide information about the students' learning process, reinforces continuous evaluation, and allows sharing the learning results. The portfolio is a motivating tool for students which fosters their autonomy and develops their critical and reflective thinking.
- ⇒ Teachers must get involved in creating and designing different types of materials, adapted to the different levels and the different styles and learning pace of students, with the aim to meet the demands of **classroom diversity**, paying special attention to the integration of **Information and Communication Technologies** to the teaching-learning process, providing access to virtual resources.
- ⇒ Finally, it is necessary for teachers to get coordinated about the methodological and didactical strategies to be used.

4.- CONTENTS, EVALUATION CRITERIA AND LEARNING OUTCOMES

SPECIFIC CONTENTS, EVALUATION CRITERIA AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
BLOCK 1: UNDERSTANDING ORAL TEXTS	UNDERSTANDING ORAL TEXTS	UNDERSTANDING ORAL TEXTS
<p>Learning strategies in oral texts: - Activating previous knowledge, identifying clues and inference, testing and reformulation of hypotheses.</p> <p>Sociocultural and sociolinguistic aspects: social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.</p> <p>Communicative functions: - Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. - Descriptions of people, activities, places, objects, habits, plans. - Narration of past and recent events. - Asking for and offering help, information, instructions, objects, opinions, permission. - Establishing and maintaining communication.</p>	<p>- Know and apply the most appropriate basic strategies in order to understand the general sense, the essential information or the main points of the text.</p> <p>- Identify basic, specific and important sociocultural and social linguistic elements related to everyday life (habits, schedules, activities, celebrations), living conditions (housing, surrounding environment), interpersonal relationships (family, friendships, classmates), behaviour (familiar gestures, use of voice, physical contact) and social conventions (rules of courtesy), and apply the knowledge gained to a proper understanding of the text.</p> <p>- Identify the general meaning, the essential information and the main points in short, simple oral texts using standard language, with simple structures and high frequency vocabulary, which is clearly and slowly expressed and transmitted either orally or through the use of technical resources. The</p>	<p>1. Understands the general meaning and some specific details of simple advertisements about products that interest them (games, computers, music, clothes etc.).</p> <p>2. Understands messages and public announcements containing instructions, directions or other information (e.g., numbers, prices, timetables, in a sports centre or a department store).</p> <p>3. Understands what is said in simple everyday situations (daily routines, instructions, directions, requests, feedback on classroom activities, etc.)</p>

Syntactical structures¹

High frequency oral vocabulary (reception)²

Sound, stress, rhythm and intonation patterns.

oral texts are about everyday and specific topics related to their own experiences, needs and interests, both public and educational, in which the acoustic conditions are good and there is no distortion of the message, repeated listening available and being able to ask for confirmation, and having visual support or with clear contextual information.

- Distinguish the main communicative function of the text (e.g. a request for information for information, an order, or an offer), as well as basic discursive patterns (e.g. starting and closing a conversation or the points of a schematic narrative).

- Recognize the most common meanings associated with the basic syntactic structures typical of oral communication (e.g. interrogative structure to ask for information).

- Recognise a limited selection of high frequency oral vocabulary related to everyday situations and specific topics to do with their experiences, needs and interests, and use contextual clues and information in the text to get an idea of the probable meanings of unknown words and expressions.

4. Understands informative oral texts and is able to extract global information and some specific data.

5. Identifies the topic of a simple and predictable conversation about familiar topics that takes place in their presence in a real public or imagined space.

6. Distinguishes changes in topic and infers the general meaning of television programs or other audiovisual material in which they are interested (e.g. where young or well-known people are interviewed about familiar topics (e.g. their favourite clothes, sports or music, etc.).

¹ See list of syntactical structures in paragraph 4.B)

² See list of high frequency vocabulary in paragraph 4.B)

	<p>- Discriminate between basic sound, stress, rhythm and intonation patterns and recognize the general meanings and communicative intentions related to them.</p>	
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CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
BLOCK 2: PRODUCTION OF ORAL TEXTS: EXPRESSIONS AND INTERACTIONS	PRODUCTION OF ORAL TEXTS: EXPRESSIONS AND INTERACTIONS	PRODUCTION OF ORAL TEXTS: EXPRESSIONS AND INTERACTIONS
<p>Production strategies for oral texts: Planning, carrying out and checking oral texts through the use of linguistic, paralinguistic and paratextual procedures</p> <p>Sociocultural and sociolinguistic aspects: social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.</p> <p>Communicative functions:</p> <ul style="list-style-type: none"> - Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. - Descriptions of people, activities, places, objects, habits, plans. - Narration of past and recent events. - Asking for and offering help, information, instructions, objects, opinions, permission. - Establishing and maintaining communication. <p>Syntactical structures³</p> <p>High frequency oral vocabulary (production)⁴</p>	<ul style="list-style-type: none"> - Know and apply the most appropriate basic strategies to produce short, simple oral texts, either monologues or dialogues, using, for example, ‘prefabricated’ language or memorized expressions or supporting what they want to express with gestures. - Learn about basic, specific and important cultural and socio linguistic aspects, and apply the knowledge acquired about these to produce oral texts relevant to the context, respecting the most basic communicative conventions. - Interact in a basic way, using simple techniques, linguistic and non-verbal (e.g. gestures and physical contact) to initiate, maintain, or conclude a short conversation fulfilling the main communicative function of the text, (for example, a greeting, congratulating, an information exchange). - Participate in a simple and comprehensible way in very short conversations requiring an 	<ol style="list-style-type: none"> 1. Gives short and simple presentations, that have been previously prepared and rehearsed, about everyday topic or subjects in which they are interested (introduce themselves or other people; give basic information about themselves, their family and their class; talk about their main daily activities, give a short and simple description of their room, their favourite meal; a person’s physical appearance; talk about a topic that interests them (their favourite singer or musical group) or say what they like and don’t like using simple structures). 2. Manages to participate well in simple everyday situations, either real or simulated, e.g. introducing themselves at a party. 3. Responds appropriately in communicative situations

³ See list of syntactical structures in paragraph 4.B)

<p>Sound, stress, rhythm and intonation patterns.</p>	<p>exchange of information in immediate areas of need or about familiar topics (themselves, their surrounding environment, peoples, places, objects and activities, likes and opinions) in a neutral or informal register, using simple expressions and high frequency sentences, even though sometimes the pronunciation is not very clear, there are noticeable pauses and hesitations, and repetition, paraphrasing and the cooperation of the speaker is necessary to maintain the communication.</p> <ul style="list-style-type: none"> - Be understood in short simple speeches, although hesitations, repetitions or pauses to reorganize what they want to say occur. - Use basic syntactic structures (e.g. linking words or groups of words with basic connectors such as "and") although basic systematic errors may still occur, for example, with verb tenses or concordance. - Know and use a limited selection of high frequency oral lexis related to everyday situations and familiar and specific topics to do with their own interests, experiences and needs. - Articulate a limited selection of basic sound, stress, rhythm and intonation patterns, adapting them to the relevant communicative function, in a generally comprehensible 	<p>(greetings, very simple questions about themselves, requesting or offering objects, expressing what they like or don't like, say what they are doing, talk about the place where something is located, etc.).</p> <p>4. Participates in conversations either in face-to-face or by technical means (telephone, Skype) in which they establish social contact(saying thank you, hello and goodbye, addressing someone, apologising, introducing themselves, showing interest in how someone is, congratulating someone), exchange personal information about everyday topics, express feelings, offer something to someone, borrow something, etc.</p>
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4 See list of high frequency vocabulary in paragraph 4.B)

	<p>manner though with the clear influence of the first, or other, languages.</p>	
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CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
BLOCK 3: UNDERSTANDING WRITTEN TEXTS	UNDERSTANDING WRITTEN TEXTS	UNDERSTANDING WRITTEN TEXTS
<p>Comprehension strategies with written texts: Activating previous knowledge, identifying cues and inference, testing hypotheses and reformulation of hypothesis.</p> <p>Sociocultural and sociolinguistic aspects: social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.</p> <p>Communicative functions:</p> <ul style="list-style-type: none"> - Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. - Descriptions of people, activities, places, objects, habits, plans. - Narration of past and recent events. - Asking for and offering help, information, instructions, objects, opinions, permission. - Establishing and maintaining communication. <p>Syntactical structures⁵</p> <p>High frequency written vocabulary (reception)⁶</p>	<ul style="list-style-type: none"> - Know and apply the most appropriate basic strategies for understanding the general sense, specific information and the main points of the text. - Identify basic, specific and important cultural and social linguistic elements related to everyday life (habits, schedules, activities, celebrations), living conditions (housing, surrounding environment), interpersonal relationships (family, friendships, classmates), social conventions (rules of courtesy), and apply the knowledge gained to a proper understanding of the text. - Identify the topic and understand the general sense, the main ideas and specific information in very short and simple texts, either in printed or digital form, in standard language and with high frequency vocabulary, in which the text type and the topic are familiar, everyday or of immediate need, as long as they can reread what they have not understood, use a dictionary, and 	<ol style="list-style-type: none"> 1. Understands the essential information and can locate specific information in simple informative material such as menus, timetables, catalogues, price lists, posters, phone books, advertisements and tourist leaflets, etc. 2. Understands short and simple correspondence (emails, postcards and cards) dealing with familiar topics such as, themselves, the family, school, free time, the description of an object or a place, information about the time and place of a meeting, etc. 3. Understands the main ideas of short, well structures stories providing that main plots points are based on images and actions (adapted readers, comics, etc.). 4. Understands the main points of

⁵ See list of syntactical structures in paragraph 4.B)

Graphic patterns and spelling conventions.

count on visual and contextual support.

- Distinguish the main communicative functions of a text (e.g. a greeting, a request for information, or an offer) and a limited selection of their most common examples as well as basic discursive patterns (e.g. starting and closing a letter, or the points of a schematic description).

- Recognise the most usual meanings of basic syntactical structures in written communication (e.g. a question mark to ask for information)

- Recognise a limited selection of high frequency written vocabulary related to everyday situations and familiar and specific topics to do with their own interests, experiences and needs and infer from the context and the information contained in the text the probable meaning of unknown words and expressions.

- Recognise basic punctuation marks (e.g. full stop, comma) as well as frequently used symbols (e.g. ☺, @, \$, £) and identify the general communicative meanings and intentions related to them.

short news and children’s magazine articles which are about familiar topics or subjects that interest them (sports, musical groups, computer games).

6 See list of high frequency vocabulary in paragraph 4.B)

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
BLOCK 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSIONS AND INTERACTIONS	PRODUCTION OF WRITTEN TEXTS: EXPRESSIONS AND INTERACTIONS	PRODUCTION OF WRITTEN TEXTS: EXPRESSIONS AND INTERACTIONS
<p>Production strategies for written texts: Planning, carrying out and checking written texts through the use of linguistic, paralinguistic and paratextual procedures</p> <p>Sociocultural and sociolinguistic aspects: social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.</p> <p>Communicative functions:</p> <ul style="list-style-type: none"> - Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. - Descriptions of people, activities, places, objects, habits, plans. - Narration of past and recent events. - Asking for and offering help, information, instructions, objects, opinions, permission. <p>Establishing and maintaining communication.</p> <p>Syntactical structures⁷</p> <p>High frequency written vocabulary</p>	<ul style="list-style-type: none"> - Know and apply basic strategies to produce very short and simple texts, for example, copying common words and sentences to achieve the aimed communicative functions. - Know basic and specific cultural and social linguistic elements (e.g. conventions for starting and closing a letter to someone you know) and apply the knowledge acquired about these to produce a written text adapted to the context, respecting the basic norms of courtesy. - Write, either on paper or in digital form, very short and simple texts, made of simple isolated sentences, in a neutral or informal register, using orthographical conventions and the main punctuation marks frequently correctly, to talk about themselves or their immediate environment, in familiar and predictable situations. - Achieve the main communicative function of written texts (e.g. a card, an information 	<ol style="list-style-type: none"> 1. Writes short and simple correspondence (messages, notes, postcards, emails, chats, or SMS) in which they thank someone, congratulate someone, invite someone, or talk about themselves and their immediate environment (family, friends, hobbies, daily activities, objects, places) with the support of a model. 2. Constructs simple texts using structures and/or scaffolding previously worked on in class. 3. Writes, based on a model, brief informative texts about topics previously covered in class.

⁷ See list of syntactical structures in paragraph 4.B)

<p>(production)⁸</p> <p>Graphic patterns and spelling conventions.</p>	<p>exchange, or an offer), using a limited repertoire of their most frequent examples and basic discursive patterns (e.g. greetings to start and close letter or the points of a schematic narration).</p> <ul style="list-style-type: none"> - Use basic syntactic structures (e.g. linking words or groups of words with basic connectors such as "and", "then", "but", "because") although basic systematic errors may still occur, for example, with verb tenses or concordance. - Understand and use a limited selection of high frequency written vocabulary related to everyday situations and familiar and specific topics to do with their own interests, experiences and needs. - Use some graphic patterns and basic spelling conventions to write words and short sentences used in common speech reasonable well, but not with a completely correct spelling. 	
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⁸ See list of high frequency vocabulary in paragraph 4.B)

5.- CROSS-CURRICULAR CONTENTS (CLIL)

CLIL stands for *Content and Language Integrated Learning*. One of the objectives of *Tiger* is to relate the English learning process to other Primary areas.

But in order to work in English about a topic from another teaching area, it is important to offer the right context to help students learn and understand it.

CLIL allows children to learn interesting **content from other areas** of the curriculum, such as Science. Lesson 8 of every unit in *Tiger Tracks 5* is a CLIL lesson, as indicated in the table below:

Unit	TIGER 5	TIGER 6
1	Social Science: How often to you use electronic gadgets?	Language: Differences and similarities in languages
2	Natural Science: Exercise is healthy and cool	Geography: Volcanoes
3	Natural Science: Endangered animals	Natural Science: Generous Trees
4	Music: American music	ICT: Technology in the city
5	History: Life in a medieval castle	History: The History of Television in the UK
6	Natural Science: Eating a rainbow (nutrients in fruit and vegetables)	Social Science: Children and teenagers in action
7	Art: Looking at art	Geography: Weather stations and weather forecasts

CROSS-CUTTING ELEMENTS (ATTITUDES AND VALUES)

The Royal Decree 126/2014, of 28th February, establishes that:

- ⇒ Civic and Constitutional education will be worked in all the areas.
- ⇒ Education will promote equal opportunities and non-discrimination for disability.
- ⇒ Education will promote the development of values that foster effective equality between men and women and the prevention of gender-based violence.
- ⇒ Education will promote the development and the peaceful settlement of conflicts in all areas of personal, familiar and social life, and the prevention of terrorism and any kind of violence.
- ⇒ Education will promote the prevention of gender-based violence, terrorist violence or any kind of violence, racism, or xenophobia.
- ⇒ Education will avoid sexist stereotypes which lead to discrimination.
- ⇒ Education will promote elements related to the sustainable development and protection of the environment, awareness of the risk of exploitation and sexual abuse, awareness of the dangers of using information and communication technologies, as well as the need of emergency safety behaviours and disaster prevention.
- ⇒ Education will promote the development and consolidation of entrepreneurship.
- ⇒ Measures will be taken to increase physical activity and a healthy and balanced diet amongst children.
- ⇒ Road safety education will be promoted.

ATTITUDES AND VALUES

Tiger includes sections called *Tiger Values / Tiger Street Club Values / Tiger Track Values* which highlight values and attitudes relevant to the story of the unit.

- ⇒ Politeness in the foreign language.
- ⇒ Effort with new vocabulary and structures.
- ⇒ Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc. Good companionship in class
- ⇒ Overcome mental blocking when meeting new people in the target language
- ⇒ Attentive-assertive listening
- ⇒ Use of target language in class

CROSS-CUTTING ELEMENTS IN TIGER

Tiger integrates cross-cutting elements into the learning process. Thus in one way or another, either in the topic of the unit or the specific tasks, all units deal with the themes of moral and civic education, environmental education, education for tolerance, education for sexual equality, health education, consumer education and education for leisure, as detailed in the examples below:

- ⇒ Ex. Tiger Tracks 5. Unit 1. Talk about the importance of following your interests at home and at school.
- ⇒ Ex. Tiger Tracks 5. Unit 2. Talk about the importance to help other people
- ⇒ Ex. Tiger Tracks 5. Unit 3. Talk about the importance to be kind to animals.
- ⇒ Ex. Tiger Tracks 5. Unit 4. Consciousness about the importance of luck.
- ⇒ Ex. Tiger Tracks 5. Unit 5. Talk about the importance to try to do things that are difficult.
- ⇒ Ex. Tiger Tracks 5. Unit 6. Talk about the importance to keep safe from wild animals.
- ⇒ Ex. Tiger Tracks 5. Unit 7. The importance of being kind to your friends if they're fed up or miserable.
- ⇒ E.g. Tiger Tracks 6. Unit 3. Awareness of the importance of trying different types of food from different cultures.
- ⇒ E.g. Tiger Tracks 6. Unit 7. Awareness of the existence of charity organisations to protect animals.

6. METHODOLOGY.

In general, it can be said that the **communicative** focus must prevail in the treatment of the Foreign Language, and hence the curricular elements must always be defined on the basis of the communication processes to which they are addressed, adapting them, in the case of Primary education, to the students' needs and characteristics.

With this in mind, and integrating all these aspects, the curriculum is structured around language activities as described in the European Framework: **understanding and production** (expression and interaction) **of oral and written texts**.

Language demands a methodology focused on the students, on their learning needs and on the responsibility they must take on the learning process; Consequently, the ideal methodology will consist on a set of teaching, learning and assessment practices which will help the student acquire, on the one hand, the different competences involved in the communication process, and, on the other hand, develop the ability to joint all these competences and put them into practice, so as to produce and process oral and written texts adapted to the

relevant contexts.

In order to acquire the linguistic competence in foreign language, it is essential to develop **reading skills** and improve **literacy**.

Special emphasis must be placed on exploiting **digital resources**, understood as an essential tool to initiate the students in the gradual acquisition of autonomous learning mechanisms, always adapted to their age and particularities.

With *this Project*, children:

- ⇒ develop intercultural competence through learning about the culture of the UK and other English-speaking countries.
- ⇒ develop personally effective learning strategies in order to be responsible, autonomous, self-motivated learners.
- ⇒ develop thinking skills such as predicting, sequencing, classifying, categorising, explaining and justifying, in a range of engaging contexts.
- ⇒ use CLIL to find out about the world, develop cognitive and conceptual skills and carry out independent investigation and research on- or off-line.
- ⇒ pronounce English naturally and intelligibly.
- ⇒ are highly motivated and enjoy the challenge of studying English.
- ⇒ communicate and express personal opinions with confidence
- ⇒ develop the seven Key Competences in a systematic way.
- ⇒ use new technologies and multi-media to study, research, consolidate and extend learning.
- ⇒ understand and use grammar correctly and appropriately.
- ⇒ develop listening, speaking, reading and writing skills in a well-balanced, integrated way.
- ⇒ learn through different genres of stories and Reading texts as well as other engaging activities such as quizzes, role plays,

games and videos of real children in the UK and other English-speaking countries.

- ⇒ plan, prepare, write and present an enjoyable Project at the end of every unit.
- ⇒ develop social and citizenship skills such as cooperation, teamwork, tolerance, respect, mutual understanding and a sense of social and environmental responsibility.
- ⇒ Communicate confidently and competently.
- ⇒ Are highly motivated and enjoy the challenge of studying English.
- ⇒ Develop listening, speaking, reading and writing skills in a well-balanced, integrated way.
- ⇒ Learn through different genres of stories and other engaging activities such as spelling bees, games, songs and videos of real children in the UK rhymes and games.
- ⇒ Develop social skills such as cooperation, collaboration, sharing and turn-taking.
- ⇒ Develop cognitive skills which are transferable to all areas of the curriculum.
- ⇒ Use CLIL to find out about the world and carry out independent investigation.
- ⇒ Learn about British culture and develop intercultural and citizenship skills.
- ⇒ Use new technologies and multi-media to study, research, consolidate and extend learning.
- ⇒ Pronounce English naturally and intelligibly.
- ⇒ Develop the basic competences in a systematic way.
- ⇒ Learn to learn and become increasingly responsible, autonomous, self-motivated learners
- ⇒ Understand and use grammar correctly and appropriately.
- ⇒ Prepare, plan and write an enjoyable project in every unit.

7. LITERARY EDUCATION / READING PROMOTION

With these activities the students develop their **CULTURAL AWARENESS AND EXPRESSION (CAE)**:

Reading is not only a basic tool for the development of children's personality, but it's also a way to socialize as an essential element to live in democracy and get involved in the information society. For that purpose it's necessary for students to acquire certain abilities which allow them to:

- ⇒ Understand simple literary works adapted to the students' age and interests (narrative and poetic texts).
- ⇒ Get introduced to the use of the school library
- ⇒ Take part in dramatisations, memorisation, poem recitation, singing songs, telling stories, etc.

MacMillan offers a wide range of English readers adapted to the age of the children. For further information, please go to the *Macmillan Children's Readers* site: <http://www.macmillanenglish.com/courses/macmillan-childrens-readers/>

8. EVALUATION

The assessment of the students' learning process will be continuous and global, and will bear in mind the student's progress in all areas.

8.1. EVALUATION CRITERIA AND LEARNING OUTCOMES

The **Evaluation criteria** are specific references used to assess the students' learning process. They describe whatever it is that must be valued and that students must achieve, both in terms of knowledge and in competences; they respond to what is aimed to achieve in each area.

These criteria, for the whole stage of Primary Education, are clearly detailed in paragraph 4 of this document.

These evaluation criteria are specified through the **Learning outcomes**, which allow defining the learning results, and specifying the knowledge students must achieve in each case.

8.2. EVALUATION RESOURCES

Evaluation in *Tiger Tales* is developed appropriately at each stage of the course. The evaluation material is designed to check achievements in teaching and learning, identify pupils' needs and provide the opportunity for self-assessment.

Informal evaluation

- ⇒ Teacher's evaluation of the unit
- ⇒ *Progress Journal* activities.
- ⇒ *Unit Review* sections at the end of every unit in the Activity Book

Formal evaluation

- ⇒ Key Competence Diagnostic Test,
- ⇒ Standard-, Low- and High-level Unit Tests,
- ⇒ Standard-, Low- and High-level Term Tests,

- ⇒ Standard-, Low- and High-level End-of-year Test.
- ⇒ Test builder component which allows teachers to construct their own tests

Self-evaluation

- ⇒ Self-assessment activity of the *Unit reviews* at the end of every unit in the Activity Book.
- ⇒ In the *Progress Journal* pupils have an opportunity to self assess their learning of key vocabulary in the unit.

Rubrics

- ⇒ *Tiger Skills Trainer Rubrics*
- ⇒ *Macmillan Rubrics Generator*

8.3. TYPES OF EVALUATION

- ⇒ **Initial evaluation (Diagnostic):** At the beginning of each course of Primary Education, teachers will carry out an initial evaluation of students, which will allow them to take the right decisions and relevant measures related to reinforcement.
- ⇒ **Continuous evaluation (Formative):** Continuous evaluation will have a formative character. Its aim will be to assess the teachers and to help students in the teaching and learning processes, as well as to adopt the relevant decisions to help them overcome any possible difficulties.

- ⇒ **Final evaluation (Accumulative):** *At the end of each school year, teachers will carry out the final assessment of the students' results. This assessment of the academic results will be recorded in the evaluation documents including the relevant marks, both positive and negative.*
- ⇒ **Individual assessment of the Third year of Primary Education:** The schools will do an **individual assessment** to all the students at the end of the **third year** of Primary Education, checking their mastery of the skills and abilities in oral and written expression and comprehension, calculation and problem solving, related to the level of acquisition of both linguistic communicative competence and mathematical competence.
- ⇒ **Final Assessment of Primary Education:** *At the end of the **sixth year** of Primary Education, students will do an **end-of-stage individual assessment**, where teachers will check the level of acquisition of the competence in linguistic communication, and of the competence in mathematics, science and technology, as well as the achievement of the objectives of the stage*

8.4. QUALIFICATION CRITERIA

WRITING AND ORAL TESTS, NOTEBOOKS	BOOK, PROJECTS AND WORKSHEETS CLASS INTEREST, ATTITUDE, EFFORT AND PARTICIPATION HOMEWORKS
80,00%	20 %

9. MEASURES DESIGNED TO CATER FOR STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS

Measures will be applied, as indicated in chapter II of title I of the Law 2/2006, of the 3rd of May, in articles 71 to 79 bis, to those students who require a different educational attention. Teachers will apply the most appropriate measures so that the assessment conditions are adapted to those students with special educational support needs.

- ⇒ At this stage, particular emphasis will be placed on paying **attention to students' diversity**, on a personalised attention, on the prevention of learning difficulties, and on putting in practice reinforcement mechanisms as soon as these difficulties are detected.
- ⇒ In order to promote **reading habits**, time will be allowed for this purpose every day.
- ⇒ Special attention will be paid, during this stage, to the students' personalized attention, to the development of **early diagnosis** and to the establishment of **reinforcement mechanisms** so as to achieve school success.
- ⇒ Tutorial action will focus on the orientation of both the individual and the global students' educational process. The tutor teacher will coordinate the **educational intervention** of the whole group of teachers, according to what is established by the corresponding education administration, and he/she will also keep a constant relationship with the family, so as to facilitate the exercise of rights recognized in article 4.1.d) and g) of the Organic Law 8/1985, of 3 July, that regulates the right to education.
- ⇒ The **reinforcement mechanisms** that must be put into practice as soon as learning difficulties are detected, may be both organizational and curricular. Among these measures can be considered the support in the ordinary group, flexible groupings or curricular adaptations.

Specific reinforcement and extension activities in the *Tiger Project*.

Tiger takes account of the fact that pupils have different **learning styles** and provides the opportunity for each pupil to develop and fulfil their potential according to their individual strengths, aptitudes and preferences.

The *Tiger* Activity Book of the higher levels offers two options:

- Option A (**Reinforcement**)
- Option B (**Extension**)

Grading activities for mixed ability: In any class of children there are likely to be differences in ability. The Teacher's Book provides suggestions and generic ideas for grading listening, reading and writing activities, which feature regularly within the Pupil's Book and Activity Book, to help overcome this challenge.

10. RESOURCES

⇒ **Pupil's Book**

A full-colour, write-in book with a starter unit, six or seven story-based units (depending on the level) and festivals such as *Halloween*, Christmas, the World Book Day or *April Fools' Day*. Each unit features seven or eight lessons including: setting objectives, vocabulary practice and spelling bee, a double page story with comprehension, reflection questions and values, a double page of grammar practice, phonics and speaking activities, CLIL topics, culture, consolidation and extension lesson, etc.

⇒ **Activity Book A (Reinforcement) o B (Extension)**

This is an optional component in the first two levels. It develops children's literacy, consolidates home-school links and practises key language which has been introduced in the Pupil's Book.

The organisation of the Activity Book reflects the sequence of lessons in the Pupil's Book, and also includes a two-page review for every unit.

At the end of the Activity Book, in the higher levels, there is a full-colour supplement which includes the *Verb list*, *Picture Dictionary*, *Grammar Reference Bank*, *Vocabulary and Grammar Reinforcement (A) or Extension (B)*, *Songs Worksheets*, *the Bilingual Dictionary*, *Graded Grammar activities k Graded Speaking activities*. In the higher levels, teachers can opt for *Activity Book A* or *Activity Book B*, depending on whether reinforcement or extension material is most appropriate for their pupils.

⇒ **Progress Journal**

A write-in booklet designed to focus on learning to learn and promote autonomy. Pupils complete My Language Passport at the start of the booklet, followed by three pages of activities at the end of each unit. These activities are comprised of six sections: 'My learning review' in which pupils recall what they have learnt in the unit, 'My vocabulary check' in which pupils review key vocabulary, 'My learning' in which pupils identify activities which help them learn, 'My study skills' in which pupils reflect on personal learning strategies, 'My progress' in which pupils self-assess and evaluate their progress, and 'My learning plan' in which pupils formulate an action plan to help them remember what they have learnt. As pupils work through the units, the *Progress Journal* provides a motivating ongoing record of their progress and achievement. It also provides a useful reference for parents and teachers, and is a tangible home-school link.

⇒ **Pupil's Online Materials**

Designed to promote autonomy and pleasure in studying English, these are a pupil's resource for independent home or school use and reinforce the home-school link. All the active vocabulary, grammar, stories and songs that children encounter in the Pupil's Book can be found here, together with a range of lively and varied accompanying activities to provide enjoyable extra practice and consolidation.

⇒ **Teacher's Book**

The Teacher's Book contains reduced facsimiles of the Pupil's Book and Activity Book for easy classroom use.

The Teacher's Book contains an introduction, syllabus, At a Glance Lesson Plans and Detailed Lesson Plans for each lesson. These include learning objectives, materials needed, learning routines, revision activities, teaching notes and answer keys. The audio scripts can be found at the end of the Teacher's Book.

⇒ **Flashcards**

-colour flashcards with images of key vocabulary provides an ideal resource for presenting and practicing vocabulary. Detailed suggestions for using the flashcards are given in the teaching notes for each lesson

⇒ **Class CDs**

Three Class CDs provide all the audio material in *Tiger Pupil's Books*, *Activity Books* and *Tests and Photocopiable Resources Packs*. This includes all the learning routines, key vocabulary, stories, reading texts, songs, chants, phonics activities, listening activities, unit reviews, *Class Chit-Chat* or *Everyday chit-chat* and festival materials. There are also karaoke versions of the songs.

⇒ **Word cards**

A set of word cards match items on the flashcards. These are used to introduce the written form of words and for a wide range of recognition and practice activities. As for the flashcards, detailed suggestions for using the word cards are given in the teaching notes for each lesson.

⇒ **Story cards**

Full-colour story cards in the first levels, which replicate the illustrations in the Pupil's Book, are provided for all the stories. On the reverse side of each story card is the text that accompanies each picture, as well as relevant questions to ask.

⇒ **Tests and Photocopiable Resources Pack**

This component contains the following sections:

- *Classroom practice worksheets: Extension, Phonics, Grammar, Transition, Basic Writing Practice*
- Tests: Diagnostic Test, Unit Tests, Term Tests and End-of-year Test with instructions and an answer key.
- Assessment grids: Assessment of basic competences for each unit.
- Letters to parents: An introductory letter at the outset of the course followed by one letter to introduce each unit. The letters to parents and carers also include the main song lyrics in each unit.

⇒ **Tiger Digital**

This includes vocabulary presentation, reference and practice activities, a storyteller with various options for telling and practising the story, interactive grammar tables, a dialogue builder and video clips for the culture sections.

The widespread inclusion of Information and Communication technologies (ICT) in the Education System, will bear in mind the principles of universal accessibility and a customized design, which will enable a personalised education adapted to each student's needs and pace.

Information and Communication technologies will become a key element in order to produce the methodological changes that will help us achieve the goal of improving the educational quality. In spite of that, students must always show a responsible attitude and do a controlled use of these new technologies throughout the whole educational system.

Students, as people of the 21st century, mustn't be apart from the knowledge of these new technologies; consequently, they will also learn how to use, in a responsible way, the possibilities that Information and Communication technologies offer them for the acquisition of skills in the area of Foreign Language.

USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

Tiger Tracks Digital Course

One of the very exciting features of *Tiger Tracks* is that it has a fully integrated and enhanced digital course. This is ideal for use on interactive whiteboards and projector-computer combinations. There is also an offline solution available. The *Tiger Digital Course* promotes heads-up learning via a range of practical tools and contents especially designed for real teaching situations. These enhanced features include:

- A fully digitalised, interactive Pupil's Book and Activity Book, optimized for interactive whiteboard use.
- A Vocabulary App which enables teachers to present, review and practise vocabulary in a memorable and meaningful way.
- A Storyteller which gives teachers flexibility to present and tell the stories, and also provides post-story practice.
- The Interactive Grammar Tables enable the teacher to digitally present the grammar tables from the Pupil's Book and systematically focus on the aspects of grammar being studied. Interactive activities allow the pupils to practice these structures.
- Dialogues from the Everyday chit-chat come to life through integrated, enhanced videos.

- Integrated songs can be played or downloaded. Pupils can sing along with the lyrics and then do a follow-up activity.
- An integrated Markbook allows pupils' progress to be consulted and monitored, both by the pupils themselves, and by the teacher. The teacher's version of the Markbook is comprehensive; with full information on pupils' results and increased class administration functionality.
- Access to materials for teachers including photocopiable worksheets and Test Builder.

⇒ **Using the enhanced features of Tiger Tracks Digital Course**

The *Tiger Tracks Digital Course* is intuitive and very easy to use.

Three new tools that give teachers greater flexibility in this enhanced digital course are the Vocabulary App, Storyteller and Interactive Grammar Tables.

⇒ **Using the Vocabulary App**

The *Vocabulary App* is an easy to use tool which has three basic modes: flashcard presentation, *picture dictionary* for review and activities to allow pupils to practise.

Flashcards presentation

- The teacher can show the digital flashcards at any point when the Teacher's Book calls for the teacher to use the flashcards for presentation or revision. When the teacher is presenting the vocabulary items he or she can show the images one by one as a slideshow. There are also other options the teacher can choose: spotlight, distort and flash for revision purposes, which enable the teacher to review the vocabulary in a motivating way at the end of the lesson or at the beginning of the next lesson.

Picture dictionary for review

- The *picture dictionary* is a useful resource for consolidation. The teacher can choose to display a lexical set with all the images and information (audio, written word etc.). There is a version of the *picture dictionary* available in the Pupil's Online Material, to enable pupils revise and test themselves.

Vocabulary activities

- A find the pairs (Pelmanism) activity and an activity in which words are matched to their definitions, allow the teacher to practise the lexical items with the pupils in class in a fun and motivating way. These activities are also available in the Pupil's Online Materials, so that pupils can play these at home and share their learning with their parents..

⇒ **Using the *Storyteller***

The Storyteller gives the teacher increased flexibility when telling the story in Lesson 3. As with the Vocabulary App, the Storyteller has three easy-to-use modes:

Introduce the story

This pre-story mode allows teachers to present a global overview of the story by projecting digital story cards. In the first instance, we suggest that the teacher projects all the digital story cards together on the screen, thereby allowing the pupils to see the whole story in context. This mode also enables the teacher to select and project individual digital story cards.

Tell the story

This storytelling mode allows the teacher to tell the story to the pupils. The options of audio and text can be switched on or off, depending on how the teacher wants to tell the story. If the teacher wants to tell the story him/herself, he or she can of course do so by

projecting the story frames in the same way as he or she would hold up traditional story cards. A version of the Storyteller is also available in the Pupil's Online Materials, so that pupils can enjoy the stories at home.

Review the story

The post-story mode allows the teacher to review the story with the pupils and check understanding. There is a sequencing activity for the pupils to complete in class, which is also available in the Pupil's Online Materials.

⇒ **Using the Interactive Grammar Tables**

The Interactive Grammar Tables and practice material enable the teacher to present the grammar tables from the Pupil's Book and systematically focus on the aspects of grammar being studied: affirmative, negative, questions forms and short answers. The presentation stage is followed by a practice stage. There are two interactive practice activities.

The first activity contains language from the unit in the form of an ordering activity or a drag and drop gap fill. The second activity contains language from the unit, but also with some extension. This is in the form of a multiple choice where pupils have to choose the correct form.

ANEXO

ACTIVIDADES COMPLEMENTARIAS Y EXTRAESCOLARES

ACTIVIDADES COMPLEMENTARIAS Y EXTRAESCOLARES.

Actividades complementarias:

Los alumnos del 3º ciclo participarán en todas las actividades complementarias organizadas en el centro, y propuestas tanto por el equipo directivo, los equipos docentes, A.M.P.A , ayuntamiento u otros organismos públicos o privados.

- Castañada y degustación de frutos típicos del otoño.
- Día de la Constitución.
- Navidad.
- Talleres.
- Día de la Paz. Danza de la Paz.
- Semana de Andalucía.
- Actividades para la igualdad.
- Semana Santa.
- Ed. Vial.
- Charla de la Guardia Civil sobre las redes sociales.
- Paseo en bicicleta dentro del colegio.
- Organización de feria de juegos populares.
- Fiesta del agua.
- Organización del circuito de saltos.
- Graduación de los alumnos de 6º curso.

Actividades extraescolares:

Los alumnos del 3º ciclo participarán en todas las actividades extraescolares organizadas y propuestas tanto por el equipo directivo, los equipos docentes, A.M.P.A , ayuntamiento u otros organismos públicos o privados.

- Salida al polideportivo para utilizar las instalaciones en distintas actividades deportivas.
- Salida a la playa para realizar actividades deportivas.
- Visita al I.E.S. Sierra de Mijas para realizar actividades de rocódromo.
- Circuito de orientación.
- Visita a Principia: Málaga.
- Museo de la Música: Málaga.
- Teatro de las Lagunas.
- Caminata por el Paseo Litoral.
- Visita al Hotel Holiday World de Benalmádena.
- Visita a las ciudades de :Córdoba, Granada y Sevilla.
- Visita al diario Sur: Málaga.
- Visita cultural a Málaga paseando en el bus turístico.
- Visita y Actividades deportivas en el Torcal de Antequera.