

LEARNING SITUATION	
'SPORT AROUND THE WORLD'	
LEVEL: 5th Grade of Primary Education (3 rd Cycle, 1 st Level)	TIMING: MARCH
JUSTIFICATION	
<p>At present, sportswomen are not well-known in our society or even in our school. Through this Learning Situation we are going to work the importance of the role of women in the world of sport and knowing important sportswomen around the world. Also, through the development of this Learning Situation, we are going to contribute with the Sustainable Development Goals (SDG) number 5 'Gender Equality' and number 3 'Good Health and Well-Being'. To achieve the main aim of this situation, we are going to create a final product which will help them to know better those sportswomen and also, they will learn healthy habits such as the importance of practising sport.</p>	
FINAL PRODUCT/TASK	
<p>We are going to create a lapbook where they are going to show four sportswomen from different countries.</p>	
CURRICULAR ELEMENTS	
SPECIFIC COMPETENCES	
<ol style="list-style-type: none"> 1. Understand the general meaning and specific and predictable information of short and simple texts, expressed clearly and in the standard language, making use of various strategies and resorting, when necessary, to the use of different types of support, to develop the linguistic repertoire and to respond to everyday communication needs. 2. Produce simple texts in an understandable and structured way, through the use of strategies such as planning or compensation, to express brief messages related to immediate needs and respond to daily communicative purposes. 3. Interact with other people using everyday expressions, resorting to cooperation strategies and using analogical and digital resources, to respond to immediate needs of their interest in communicative exchanges respectful of courtesy rules. 	
EVALUATION CRITERIA	BASIC KNOWLEDGE
1.1.a. Recognize and interpret common words and expressions in short and simple oral, written and multimodal texts on frequent and everyday topics of personal relevance and close to their experience, expressed in an understandable, clear, simple and direct way, and in standard language.	3.A.5. 3.A.13.
2.1.a Orally express short and simple sentences with basic information about everyday matters and relevant to the students, using verbal and non-verbal resources in a guided way, resorting to models and structures previously presented and paying attention to rhythm, stress and intonation.	3.A.1. 3.A.2. 3.A.7. 3.A.8. 3.C.6.
2.2.a. Write words, well-known expressions and phrases based on models and with a specific purpose, through analogical and digital tools, using vocabulary and elementary structures on everyday matters and of personal relevance to the students.	3.A.2. 3.A.7. 3.A.9. 3.A.12. 3.A.13.
2.3.a. Select and apply, in a guided way, basic strategies to produce brief and simple messages appropriate to the communicative intentions using, with help, resources and physical or digital supports depending on the needs of each moment.	3.A.5. 3.A.6. 3.A.11. 3.A.12. 3.A.13.
3.1.a. Participate in dialogues and simple and short conversations about close topics, using different supports, reproducing sound patterns of repetition, with intonation and basic rhythm, using non-verbal resources, favouring the	3.A.4. 3.A.5. 3.A.6.

capability of showing empathy and respect for linguistic courtesy and digital label, as the interlocutors' ideas.	3.A10.
3.2.a. Select, organise and use, from a guide way and in common situations, elemental strategies for saying hello, saying goodbye and introducing themselves, ask and answer simple questions and expressing contextualised and simple messages.	3.A.4. 3.A.10. 3.C.6.
OPERATIVE DESCRIPTORS	
SPECIFIC COMPETENCE 1	CLC2, CLC3, MC1, MC2, STEM1, DC1, PSLC5, CECC2.
SPECIFIC COMPETENCE 2	CLC1, MC1, MC2, STEM1, DC2, PSLC5, CE1, CECC4.
SPECIFIC COMPETENCE 3	CLC5, MC1, MC2, STEM1, PSLC3, CC3, CE1, CE3.
DIDACTIC PROPOSAL	
ACTIVITIES	EXERCISES
<i>Motivation</i>	-Thinking routine 'See, Think, Wonder' -Watching a video 'Sportswomen'
<i>Activation</i>	-Brainstorming about sports and sportspeople -Debate: How many women have you said? -Read and match some personal details about sportswomen
<i>Investigation</i>	-Watching a video about the most popular sports around the world. -Listening comprehension about the previous video. -Completing a map with the most popular sport -Choosing four sportswomen and explaining why they have been chosen using Padlet.
<i>Structuring</i>	-Sports with DO, PLAY & GO. Create a concept map. -Match sportspeople to sports -Game: I have... who has...? -Classify sports depending on the verb
<i>Application</i>	-Start creating our final product where students will write information about the sportswomen they have chosen.
<i>Conclusion</i>	-Oral presentation about their final products. -Completing a CO-Evaluation rubric about their presentations. -Kahoot -Self-Assessment Dartboard
METHODOLOGY	VALUES EDUCATION
An eclectic mixing of teaching methods will be used to develop this learning situation. <i>Task-based learning, cooperative learning, Communicative approach, Project Based Learning and Game Based Learning.</i>	-Gender Equality -Improvement of Coexistence -Respect for Self and Others
GROUPING	RESOURCES AND MATERIALS
-Whole-class -Small groups -Individual work -Pair work	A great number of resources and materials will be used to develop this learning situation. Digital Smartboard, computers, books, craft materials, school supplies, pictures, cards, recordings and videos.

ATTENTION TO DIVERSITY	
GENERAL MEASURES	SPECIFIC MEASURES
<ul style="list-style-type: none"> -Methodological alternatives based on collaborative work in heterogeneous groups with peer tutoring. -Methodological alternatives based on collaborative work in heterogeneous groups with Project based Learning. -Flexible groupings 	Depending on our students with specific needs of educational support.
PRINCIPLES OF UNIVERSAL DESIGN LEARNING (UDL)	
Multiple Means of Engagement	<ul style="list-style-type: none"> -Using activities and exercises based on cooperative learning. -Encouraging a positive environment. -Using closing examples. -Adapting the timing to carry out the activities.
Multiple Means of Representation	<ul style="list-style-type: none"> -Using visual support. -Using online meeting points to express their opinions and interest. -Handling objects.
Multiple Means of Action and Expression	<ul style="list-style-type: none"> -Using online tools for the communication. -Using mind maps. -Using visual thinking.
EVALUATION PROCESS	
EVALUATION CRITERIA	ASSESSMENT INSTRUMENTS
1.1.a. Recognize and interpret common words and expressions in short and simple oral, written and multimodal texts on frequent and everyday topics of personal relevance and close to their experience, expressed in an understandable, clear, simple and direct way, and in standard language.	-Comprehension worksheet
2.1.a Orally express short and simple sentences with basic information about everyday matters and relevant to the students, using verbal and non-verbal resources in a guided way, resorting to models and structures previously presented and paying attention to rhythm, stress and intonation.	<ul style="list-style-type: none"> -Oral presentation -Rubric
2.2.a. Write words, well-known expressions and phrases based on models and with a specific purpose, through analogical and digital tools, using vocabulary and elementary structures on everyday matters and of personal relevance to the students.	<ul style="list-style-type: none"> -Written production -Rubric
2.3.a. Select and apply, in a guided way, basic strategies to produce brief and simple messages appropriate to the communicative intentions using, with help, resources and physical or digital supports depending on the needs of each moment.	-Rubric
3.1.a. Participate in dialogues and simple and short conversations about close topics, using different supports, reproducing sound patterns of repetition, with intonation and basic rhythm, using non-verbal resources, favouring the capability of showing empathy and respect for linguistic courtesy and digital label, as the interlocutors' ideas.	-Checklist
3.2.a. Select, organise and use, from a guide way and in common situations, elemental strategies for saying hello, saying goodbye and introducing themselves, ask and answer simple questions and expressing contextualised and simple messages.	<ul style="list-style-type: none"> -Direct Observation -Checklist