

DIDACTIC UNIT 1: LEARNING SITUATION: My uncle's Garden		Timing: October	Sessions:6	Term: 1st	Grade 2nd
Objectives	1-To name and identify different family members . 2-To elaborate simple sentences. 3-To read and understand short dialogs among family members.				
Key Competences.	Specific Competences	Basic Knowledges			
a) Competence in linguistic communication. b) Multilingual competence. c) Mathematical competence and competence in science, technology and engineering. d) Digital competence. e) Personal, social and learning to learn competence. f) Citizen competence. g) Entrepreneurial competence. h) Competence in cultural awareness and expression.	Specific competences are: multilingualism and interculturality. Oral comprehension and written comprehension. Oral expression, written expression. Oral and written interaction and oral and written mediation	1st block: Language and use: a) Basic communicative functions: Asking and asnwering questions in short dialogues. b) Common use of vocabulary (the family) and structures (present simple. A/an) c) Phonetics and phonology d) Rhythm and intonation. 2nd block: Communicative Strategies a) Strategies for understanding and identifying famiy members. b) Expressing and understanding descriptions. c) Conversational strategies for giving opinions. d) Singing songs. e) Self-confidence and reflection about the use of the language. f) Resources for researching information. 3rd block: Culture and Society. a) The capacity, the taste, the preference, the agreement or disagreement, the feeling, the intentions and the desires. b) Mobilization of prior information on a type of task. c) Knowledge of the different family members and family types. d) Education in the value of constancy. e) Transformation of the ideas into action. Selection of the best production to be included in the portfolio.			
Cross- curricular Elements.		a) Know and appreciate the values and rules of coexistence, learn to act according to them in an empathic way, prepare for the active exercise of citizenship and respect human rights, as well as the pluralism of a democratic society." c) Acquire skills for the peaceful resolution of conflicts and the prevention of violence, which allow them to function autonomously in the school environment and family, as well as in the social groups with which they relate. d) Know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and the non-discrimination of people on the basis of ethnicity, orientation or identity e) Develop basic technological skills and start in their use, for learning, developing a critical spirit before its functioning and the messages they receive and elaborate.» f) Value hygiene and health, accept one's own body and that of others, respect differences and use physical education, sports and nutrition as means to promote personal and social development. Foster Reading Plan: Book bingo. ICT: The use of the interactive whiteboard (games, digital book, videos, power point, flashcards...).			

Evaluation Criteria	<p>5.1.4 To show interest and respect for the linguistic and cultural differences (S. C 1)</p> <p>5.2.1 To listen actively and interpretate texts. (S.C.2)</p> <p>5.2.2 To identify the communicative function. (S.C.2)</p> <p>5.2.3 To know and use the structures and vocabulary studied. (S.C.2)</p> <p>5.3.1 To read and understand texts. (S.C.3)</p> <p>5.3.3 To know and use the structures and vocabulary in written texts. (S.C.3)</p> <p>5.3.4 To search and select information in digital means. (S.C.3)</p> <p>5.4.1 To produce oral texts (S.C.4)</p> <p>5.5.1 To produce written texts (S.C.5)</p> <p>5.5.2 To review our own texts. (S.C.5)</p> <p>5.6.1 To take active part in conversations. (S.C.6)</p> <p>5.7.2 To understand short messages and share their information whether orally or written. (S.C.7)</p>	Scoring Criteria	<p>20% Listening</p> <p>20% Speaking</p> <p>20% Reading</p> <p>20% Writing</p> <p>10% Participation</p> <p>10% Behaviour</p>
ACHIEVEMENT INDICATORS	<p>5.1.4 To show interest and respect for the linguistic and cultural differences (S. C 1)</p> <ul style="list-style-type: none"> • Show interest for differences in language and culture <p>5.2.1 To listen actively and interpretate texts. (S.C.2)</p> <ul style="list-style-type: none"> • Be able to listen and understand oral language • Interpret texts and extract information <p>5.2.2 To identify the communicative function. (S.C.2)</p> <p>Identify communicative function of language</p> <p>5.2.3 To know and use the structures and vocabulary studied. (S.C.2)</p> <ul style="list-style-type: none"> • Identify structures and vocabulary • Use correctly these knowledge in a practical way <p>5.3.1 To read and understand texts. (S.C.3)</p> <ul style="list-style-type: none"> • be able to read texts with fluency and intonation • understand the general and specific meaning of the texts. <p>5.3.3 To know and use the structures and vocabulary in written texts. (S.C.3)</p> <ul style="list-style-type: none"> • extract the vocabulary and structures in written texts • be able to use in a correct way these knowledge <p>5.3.4 To search and select information in digital means. (S.C.3)</p> <ul style="list-style-type: none"> • use tools to search information in digital means • be able to select the information they have to use. <p>5.4.1 To produce oral texts (S.C.4)</p> <p>5.5.1 To produce written texts (S.C.5)</p> <p>5.5.2 To review our own texts. (S.C.5)</p> <p>5.6.1 To take active part in conversations. (S.C.6)</p> <p>5.7.2 To understand short messages and share their information whether orally or written. (S.C.7)</p> <ul style="list-style-type: none"> • be able to understand short messages and share their information orally <p>be able to understand short messages and share their information written.</p>		
Operative descriptors	<p>CCL1 The student expresses him/herself in a multimodal manner with consistency and correctness.</p> <p>CCL2. The student understands, interprets and values multimodal texts.</p> <p>CP1. The student uses the English language independently.</p> <p>CD2. The student manages and uses the digital learning environment.</p>		

	CPSAA3. The student understands the perspectives of others and manages his/her emotions. CPSAA4 The student performs his/her self-assessment. CE3 The student independently develops the process of creating ideas and solutions. CCEC The student knows, appreciates and respects cultural and artistic heritage, valuing its contribution and enriching itself from cultural diversity.		
Assessment Instruments.	Worksheets Information and communication activities. Students' self-assessment. Projects	Resources	Didactic resources: Video about typical food. Listening of people's opinions. Pictures of food. Text of 4 international food. Typical food to eat. Ingredients for the "cookies". Personal resources: English teacher and students. Material resources: 2 nd class, ICT class, kitchen, hall, cardboards, papers, whiteboard, speakers and other classroom supplies.
Attention to Diversity	Attention to diversity: Special attention to slow-learners. Repetitions and extra activities to reinforce and consolidate the contents and language structures. Extra worksheets for fast –finishers. Cross-curricular activities: _Writing about a place they want to visit in London.		
Pedagogical Methodology.	This unit uses and interactive and cooperative learning, having our students in the centre of the process. We can assure that our teaching - learning process is based on contents and task, very contextualized in order to achieve the main goals and be able to assume the learning situation proposed. As you see all through the lessons we use an active methodology which implies exploiting our children natural ability to play, and which includes all type of activities, ict and practices.		
Teaching process evaluation.	This evaluation allows us to know the aspects that we can improve in our methodology. If the results of our assessment are lower than we expected, we must consider whether we need to improve certain aspects of our methodology. In that way, we will improve our own educational activity and therefore the education received by my students. We will analyse several aspects such as: preparation, interaction with pupils, classroom language usage, clarity of instructions, pronunciation, enthusiasm and overall performance.		
Sessions development			
Lesson 1: LISTENING Pre- listening: A video from our friend Sam. While listening: Song THIS IS MY FAMILY Post listening: Game: healthy and unhealthy food.	Lesson 2: SPEAKING - Imitation.: new vocabulary Control- practice: Where is the...? Free production: Ask and answer. Game "heads up"	Lesson 3: READING Pre- reading : Speaking about family members. While- Reading: Read a text, answer and repeat. Post- Reading: Acting the story.	
Lesson 4: WRITING Copying: Completing vocabulary with missing letters. Control- practice: Writing about families in pictures. Free production: Draw and write their family.	Lesson 5: CRAFT AND GAME. Creating a Family tree. Playing with other family trees.	Lesson 6: ASSESSMENT: Recording a video in groups for Sam. SELF ASSESSMENT.	