

programación

LENGUA EXTRANJERA INGLÉS

4.º de Primaria

Te adjuntamos las primeras páginas del modelo de programación didáctica de la especialidad de Lengua Extranjera: Inglés para Andalucía, para 4.º curso de la ESO.

Como podrás comprobar, el modelo de programación de competencias está redactado especialmente para cada Comunidad Autónoma y aborda todas las características que demandan las respectivas normativas educativas.

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JUSTIFICATION

This document is a didactic programming addressed to a group of students of the second cycle, fourth grade in Primary Education (Autonomous Community of Andalucía).

The programming intends to rationalize teaching practice so that teaching is not carried out in an arbitrary way but rather as a plan. As Gimeno y Sacristán says: «...the design of the programming cannot be understood as a mechanical matter, a mere technique or a concrete formula».

Programming depends on the concepts one has about teaching and more specifically about the curriculum (Autonomous Community of Andalucía). Thus, the curricular model will have a decisive influence on the focus and the design of the program.

The need to carry out a teaching program that standardizes the teaching-learning process is justified by very diverse reasons:

- It helps to eliminate chance and improvisation, without meaning that everything is closed or predetermined.
- It systematizes, arranges and specifies the processes stated in the educational project and curricular program, with enough flexibility to allow space for creativity.
- It enables the teacher to adapt teaching work to the cultural and environmental characteristics of the context.

This programming has been divided into three main sections:

1. In the first section, we can find out the school background, pupils' characteristics and more detailed information about the school this planning is based on.
2. In the second section, we can find the progression from the 1st to the 3rd level of concretion from the curriculum.
3. Finally, there is a third section where fifteen didactic units are developed schematically, according to the 3rd level of concretion of the curriculum.

2 CONTEXT

THE LEGAL SITUATION

This Didactic Programming is based on:

- The Spanish Constitution (Article 27).
- The Organic Law 2/2006, of May 3rd, about Primary Education (LOE).
- The Order of August 10th, 2007 which establishes the Primary Education in the Autonomous Community of Andalucía and the final disposition Decree 230/2007, of July 31st.
- The Law 17/2007, of December 10th, of Education in Andalucía (LEA).
- The Order of August 10th of 2007, which establishes the planning of the learning process assessment for Primary Education students in the Autonomous Community of Andalucía.

THE CITY

This school planning has been elaborated to be carried out with a group of students in a school located in Sevilla, a touristic and industrial city where people are aware of the importance of modern languages, particularly English. However, this planning approach could be adapted to a different context by varying the activities depending on the current problematic issues within the children's immediate reality.

The majority of my students come from families that belong to a middle economic class. In this school we have several students from Morocco and South American countries.

THE SCHOOL

This Primary Education School is located in the city centre. In this state school there are around 225 pupils. In reference to the pupils, it is important to highlight the percentage of immigrants (14%) and the percentage of children with handicaps or special educational needs (2%). In general, pupils have an acceptable level of knowledge despite their poor studying habits.

In Primary Education children have 5 school hours a day. The school offers nursery service, dining room and voluntary out-of-school activities. The AMPA in collaboration with the school also organizes some activities.

The average ratio per class is twenty-five children. At school, pupils are distributed in nine groups: three for Infant School and six for Primary Education. The school defends the continuity of the children's development within the public education system, and therefore there is a close relationship between public nursery schools and high schools in the closest town.

The staff is composed by 17 teachers. They form cycle groups and different commissions (English, Music, Library, New Technologies, Languages, Festivities...). There are teachers for different specialities (Musical education, Physical education, Special needs education, English education) and nine class tutors. So, there are two English specialists who cover the English subject in the three cycles of Primary Education and in Infant Education as well. The executive team is made up by a principal, a secretary and a head of studies.

Apart from the staff, other associations collaborate in order to run the centre. Firstly, the School Council, which makes important decisions, like passing the school's PEC. Secondly, the AMPA, which participates in the school's life and festivities, and finally, the Town Council.

The school building has wide corridors and plenty of space, which makes it completely adapted. However this forces children to walk long distances between the main classroom and their other classrooms, such as English. The centre is well equipped and has a Music room, an English classroom, a library, a gym, an ICT and audiovisual room with an interactive digital board and several computers with internet connection in every classroom. The school also has two playgrounds, one for Infants and the other one for Primary students. It also has a dining room and a kitchen.

The school's educational principles are compiled in the PEC dossier. In this dossier we can find the ideological and educational principles collection adopted by the school. It educates for equal opportunities between genders and works to eliminate the differences between male and female roles. The PEC dossier is characterized by the comprehensive education of the students implementing a constructivist learning process based on a teaching-learning exchange and an active participation of the students. Therefore, the child becomes the centre of this process. Finally, one of the main objectives to be achieved by the school when a child has finished Primary Education is for him/her to become a self-reliant, critically minded and responsible person. Moreover, it proposes to educate students in human rights and freedom through tolerance and solidarity to promote the achievement of equal opportunities and equal rights in our society. This school has a good relationship with the AMPA and the town hall. They all try to guarantee the objectives established in the PEC dossier.

As for the amount of hours devoted to English in Primary Education, we should mention that this school offers approximately 85 hours per year in fourth grade (second cycle).

The school is aware of the importance of teaching a FL to very young learners and its consequences (time, space, needs...), which is the reason why it agreed with the English teachers on doing English in flexible groups at Second Cycle. This means that the group is split into two subgroups in order to work in a calmer way and check the progression of every individual child more efficiently. While one group is learning English, the other one stays in the classroom with the class tutor doing another subject.

Smaller groups allow working oral skills more accurately, playing games quite often, and doing ICT. Short, flexible groups allow, both teacher and students, not only personalized teaching, but also a more personal learning through taking care of individual pupils' needs.

The importance the school gives to teaching a foreign language in its educational project becomes explicit with the pedagogic innovation project. To implement the English subject at school, English teachers have at their disposal different spaces like: English classroom, provided with useful material and resources (books, CDs, DVDs, films, teachers' resources guides/packs, worksheets, stories, posters, flashcards, puppets and also several computers) as well as an ICT and audiovisual classroom, where the CDs and DVDs can be played, and with an interactive digital board.

Handicapped students in this school are treated by different specialists such as the class tutor, the Special Educational Needs Teacher and the psycho-pedagogue from the EAP (Psycho-pedagogic Team Attention). The school deals with these special educational needs providing classrooms with specialists such as psycho-pedagogues and doing special educational lessons with those children, at least three hours per week in the main classroom. All the professionals, directly or indirectly, intervening in the education must be coordinated in order to become a good influence in the teaching-learning process. A good level of coordination among teachers is essential in order to follow the same action guidelines (curricular material, attention to diversity, rules and discipline...). The communication between teachers of different stages and cycles is also very important, in order to have more control over the progress of each pupil and respect their individualities.

THE GROUP CLASS AND ITS DIVERSITY

In the second cycle of Primary Education, there are two different levels and two classrooms: the 1st and the 2nd grade, with an average of 25 pupils per class and two class tutors. The specialists of English, Music, Physical Education and Special Needs Education also take part in the educational process.

The group class to whom this Didactic Programming is addressed consists of 24 children. There are 14 girls and 10 boys. They are between 9 and 10 years old. They started studying English at Infant School. In general, they have an acceptable level of English. Above all, they are quite good at oral comprehension. They are also very motivated and try to speak as much English as possible in class, although their expression competence is still very low. That is why one of the main aims this year is to develop the students' oral skills. Oral comprehension will be strongly worked on through real-spoken English auditory materials. In general, this is a very positive, dynamic and motivated group. They are very active and talkative, so this is an advantage for the English teacher. They are usually very participative, active and involved in their teaching-learning process. It is actually very nice to teach them English because, even though they are a quite heterogeneous group, their sense of humour and mutual comprehension makes it easy to confront differences concerning low levels or slow rhythms in foreign language learning. This group

has found the way to take advantage of their differences as well as to complement each other, which enriches them enormously. In general terms, they have a good level of acceptance of the classroom rules. They all have a sense of group and have established a good relationship, although there are some individual differences due to different rhythms of development and a specific case of attention needing behaviour.

Concerning my group's diversity, the children show important differences in their level of English as well as in their pace and work habits. Some are slow learners, but also fast finishers. Some pupils are more participative, others shyer. Some students are very intuitive and creative but not persevering in their school work. There is a boy with an ADHD disorder, but with no intellectual problems, only a lack of self-control. There are two immigrant children in the class which does not represent a problem. They are well adapted as they arrived to our school some years ago.

3 PRIMARY EDUCATION CHARACTERISTICS

Primary Education comprises six academic years, from 6 to 12 years of age and it is organized in three cycles of two years each. It is compulsory and free.

The main purpose of Primary Education is to provide children with a basic education for them to acquire a basic cultural knowledge and some skills related to oral expression, reading, writing and Mathematics, as well as a gradual independent behaviour in their environment.

General objectives at this level are the capacities to be developed by the students. At the end of this level, children should have acquired some skills related to communication, logical thinking, understanding and appraising their social and natural environment. They are expected to use Spanish as well as other means of representation and artistic expression (the Autonomous Community language). Moreover they should be able to understand and express simple messages in a foreign language and carry out simple arithmetical operations, as well as understand and follow elementary logic procedures. They should acquire the skills that will enable them to carry out their day-to-day activities independently of their family and social environment and understand the basic features of their physical, social and cultural environment. They should likewise learn body and health hygiene, as well as the preservation of nature and environment. Students also have to learn how to use physical education and sports to foster their own personal development.

All these skills are divided up and turned into a series of educational objectives that are closely linked to one another and, at the same time, constitute the continuation of those acquired in the Kindergarten. They likewise form the basis upon which the skills comprising Compulsory Secondary Education are to be built. According to LOE, the contents are divided in dimensions (blocks) and organized into areas without losing sight of their global nature. All areas contribute to the development of the skills mentioned in the general objectives for this level.