

A CLIL SCHOOL

METHODOLOGY:

It is based on an active and participatory approach. Children learn through the accomplishment of tasks of very diverse nature, which makes learning much more meaningful. It presents activities in which students should actively participate, which in turn fosters the ability to learn for themselves. The learning of the children is greater and of more quality if it is based on the activity. The student is the center of the teaching-learning process.

It promotes meaningful learning. The starting point for student learning is their prior knowledge; Focusing on what is familiar and close to the child, he can transfer concepts and strategies acquired to construct meaning and give meaning to what he learns. This is in favor of their personal growth, development and socialization.

It promotes an integral development of the intellectual capacities in the student, effectively involving him in his own learning process, constantly stimulating his curiosity and encouraging him to learn through practical tasks. Likewise, critical thinking is stimulated from the beginning, which helps to maintain motivation.

It is motivating. The motivation of the student is achieved naturally by allowing him to participate actively in his own learning process, it takes into account his previous knowledge, stimulates his critical thinking and immediately shows the usefulness of learning. The diversity of materials and resources and the importance of new technologies in this methodology also contributes directly to maintaining student motivation.

The main aim is the achieving of objectives and the development of basic skills. To do this, it implies the abilities to develop properly and interpret the world in different areas of life and knowledge, with autonomy and personal initiative. Students not only have to acquire knowledge, but must be able to access

them and apply them in the different contexts of their life. Competence learning is intended to cover all aspects of life, making students not only able to learn, but also learn to learn, learn to live and learn to do.

It promotes teamwork. Group-type activities are present all over the year and promote oral communication and collaborative learning. It focuses on the development of attitudes of dialogue and conflict resolution and the use of social skills and conventions to facilitate good communication and well being of the group. Working in collaboration with others helps children to know and appreciate the values and norms of coexistence, learn to act in accordance with them and prepare for the active exercise of citizenship.

It encourages the identification of questions or problems, the formulation of hypotheses and the achievement of conclusions based on evidence through the scientific method. In order to understand and make decisions about the physical world and about the changes that human activity produces on the environment, health and quality of life of the people, the processes and attitudes proper to the systematic and Of scientific inquiry: identify and pose relevant problems; Formulate hypotheses; Make observations; Ask questions; Locate, obtain, analyze and represent information; Identify the knowledge available to answer scientific questions, and to obtain, interpret, evaluate and communicate conclusions in various contexts. All of this contributes to the realization of experiments in a systematic way all over the year.

The Primary Education curriculum in Andalusia promotes the planning and realization of projects, as well as the reporting of them. This methodology fosters the globalization work by projects in which students work individually and as a team and gather information based on images and written texts, and then collect the experiences.

A primary focus of the methodology is immersion in the English language. To this end, and without prejudice to the achievement of the area's own objectives, it raises in parallel the progressive approach and development of the communicative skills of

students in the foreign language. Also, information is presented in different codes, formats and languages, and therefore requires different procedures for their understanding and for communication.

It takes into account the different capacities to learn, such as attention, concentration, memory, comprehension, linguistic expression and achievement motivation, among others, as well as audiovisual communication and ICT

The methodology followed takes into account the different rhythms and learning styles of the students, as well as their levels of maturational development. Children learn in different ways and at different rates; For this reason, the methodology is flexible, so that all members of the group can participate and find activities in which they can apply knowledge and skills. To attend to the different rhythms and styles of learning.

UNDERLYING PRINCIPLES:

The benefits of CLIL may be seen in terms of cultural awareness, internationalisation, language competence, preparation for both study and working life, and increased motivation.

CLASSROOM PRINCIPLES:

Some of the basic principles of CLIL are that in the CLIL classroom:

- Language is used to learn as well as to communicate
- It is the subject matter which determines the language needed to learn.

A CLIL lesson is therefore not a language lesson neither is it a subject lesson transmitted in a foreign language. A successful CLIL lesson should combine elements of the following:

- **Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- **Communication** - Using language to learn whilst learning to use language
- **Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- **Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

- **Listening** is a normal input activity, vital for language learning
- **Reading**, using meaningful material, is the major source of input
- **Speaking** focuses on fluency. Accuracy is seen as subordinate
- **Writing** is a series of lexical activities through which grammar is recycled.

For teachers from an ELT background, CLIL lessons exhibit the following characteristics:

- Integrate language and skills, and receptive and productive skills
- Lessons are often based on reading or listening texts / passages

- The language focus in a lesson does not consider structural grading
- Language is functional and dictated by the context of the subject
- Language is approached lexically rather than grammatically
- Learner styles are taken into account in task types.

In many ways, then, a CLIL lesson is similar to an ELT integrated skills lesson, except that it includes exploration of language, is delivered by a teacher versed in CLIL methodology and is based on material directly related to a content-based subject. Both content and language are explored in a CLIL lesson. A CLIL 'approach' is not far removed from humanistic, communicative and lexical approaches in ELT, and aims to guide language processing and supports language production in the same way that an ELT course would by teaching techniques for exploiting reading or listening texts and structures for supporting spoken or written language.

From a language point of view the CLIL 'approach' contains nothing new to the EL teacher. CLIL aims to guide language processing and 'support language production in the same way as ELT by teaching strategies for reading and listening and structures and lexis for spoken or written language. What is different is that the language teacher is also the subject teacher, or that the subject teacher is also able to exploit opportunities for developing language skills. This is the essence of the CLIL teacher training issue.

DIDACTIC UNIT: LIVING THINGS

TEACHING OBJECTIVES

- Distinguish between living and non living things.
- Identify and distinguish living things from the animal and plant world.
- Classify the animals and describe their different characteristics.
- Identify the differences between vertebrate and invertebrate animals.
- Identify the characteristics of some animals and how they feed.
- Be aware of how to care for and respect living things.
- Be initiated in the principles of research and scientific experimentation.
- Work with others on collaborative tasks.

CONTENTS

1. *Animals*
2. *Classification of living things*
3. *Vertebrates*
4. *Invertebrates*
5. *Animal Nutrition*

VOCABULARY

- **Animals:** *born, butterfly, die, dog, grow, human, living, non-living, reproduce*
- **Classification of living things:** *egg, kingdom, living, non-living, oviparous, senses, soil, roots*
- **Vertebrates:** *amphibians, backbone, feathers, mammals, reptiles, scales, skeleton, skin, viviparous*
- **Invertebrates:** *abdomen, arthropods, backbone, head, insect, mollusc, muscular, octopus, snails, soft, spiders, thorax, worms*
- **Animal nutrition:** *carnivore, herbivore, human, leaves,*

meat, omnivore, plants

FUNCTIONAL STRUCTURES:

- *Living things grow.*
- *Animals have five senses.*
- *Plants need soil.*
- *Animals are classified into vertebrates and invertebrates.*
- *Vertebrates have a backbone.*
- *Reptiles are vertebrates.*
- *Do fish have skeletons?*
- *Worms have long, soft bodies.*
- *Invertebrates don't have backbones.*
- *Worms are invertebrates.*
- *Rabbits are herbivores.*
- *Bears eat meat and plants.*
- *Are cows carnivores?*
- *Do zebras eat meat?*

ANIMALS

VERTEBRATES

INVERTEBRATES

MAMMALS



Pig



Ant



Spider



Ladybird



Cat



Sheep



Dog



Cow



Mosquito



Butterfly

BIRDS



Bird



Parrot

ANPHIBIANS



Salamander



Frog

FISH



Shark



Fish

REPTILES

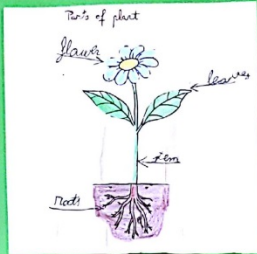


Turtle

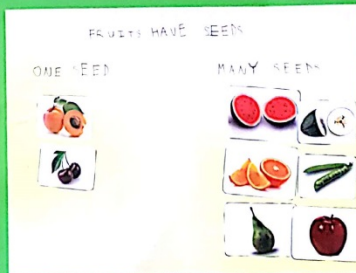
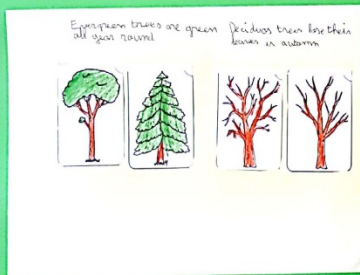
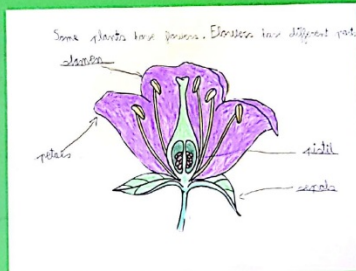
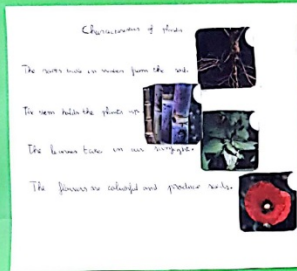


Crocodile

PLANTS



TYPES OF PLANTS



Some plants don't have flowers. They reproduce with spores.





