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MANUAL OF LEARNING AND TEACHING LANGUAGES

CHILDREN IN A EUROPE OF 2020



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of the European Union



This is a manual developed during our Erasmus + Project “Children in a Europe of 2020” from 2015 to 2017.

We have analysed different methods of learning and teaching languages in every country involved in the project, so you will find a compilation of techniques from Finland, Denmark, Holland, Cyprus, Hungary and Spain.

It's available for every teacher and school all over the world interested in using a part of it or even the whole manual.





Erasmus+



Children in a Europe of 2020

METHODOLOGY

IN

FINLAND



Finnish Core Curriculum – New Approach to Learning

Tiina Sarisalmi
October 5th 2016

What we learn? → How we learn?

- to foster curiosity, encourage questioning and critical thinking
- to develop problem-solving skills, link learning to real-life problems and encourage pupils to work together
- to increase understanding, apply cross-curricular approach
- to raise active citizens, promote participation and engagement
- to strengthen learners' self-confidence and learning motivation, give constructive and honest feedback



IT IS ABOUT DEVELOPING PEDAGOGY AND SCHOOL CULTURE

Basis of the core curriculum

- Building on strengths
- Sustainable future as an objective
- Equality in all areas of education
- Meeting pupils' (special) needs and supporting wellbeing
- International cooperation and global responsibility
- Awareness of languages and cultures, regarding them as richness
- Rapid and accelerating development of information and communication technology
- Challenges set for literacy in the context of multimedia



TRENDS IN LEARNING AND PEDAGOGY

BEFORE	CORE CURRICULUM 2016 → THE FUTURE
Scandinavia and Europe as cultural context	Global context and cultural diversity: growing up to global citizenship and for sustainable future
Summative testing, sticks and carrots	Learning to learn, self-assessment and self-regulation: assessment aims to supporting and guiding the learning process, based on students strenghts
Performance	Collaboration and interaction: team work and peer learning, partnership classes, games
Teacher-centered	Engaging students and learning-by-doing: focusing on students' interests

TRENDS IN LEARNING AND PEDAGOGY

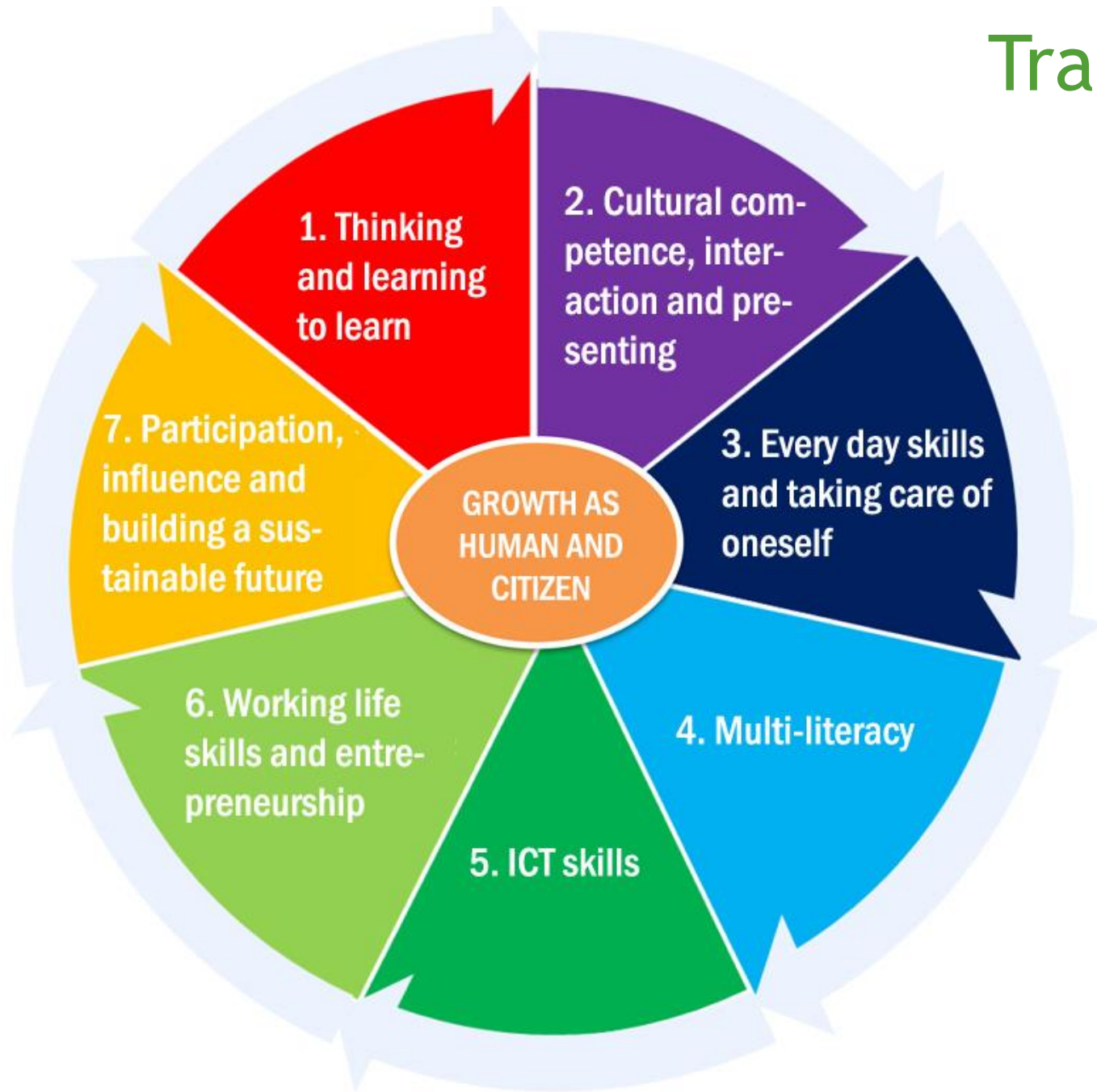
BEFORE	CORE CURRICULUM 2016 → THE FUTURE
Literacy	Multi-literacy: to read and produce multimedia texts, pics and videos
Content-based learning	Skills and competences
Receiving information and cramming, learning-by-heart,	Constructing knowledge, creativity and problem solving: critical analysis of knowledge, inquiry- and project-based learning → understanding
Subject-based text books and classrooms	Authentic learning: real-life texts, videos and pics, real-world problems and phenomena, real-life communication and learning environments, cross-curricular context

What do children have to learn?



OECD 2016

Transversal competences



School as learning community

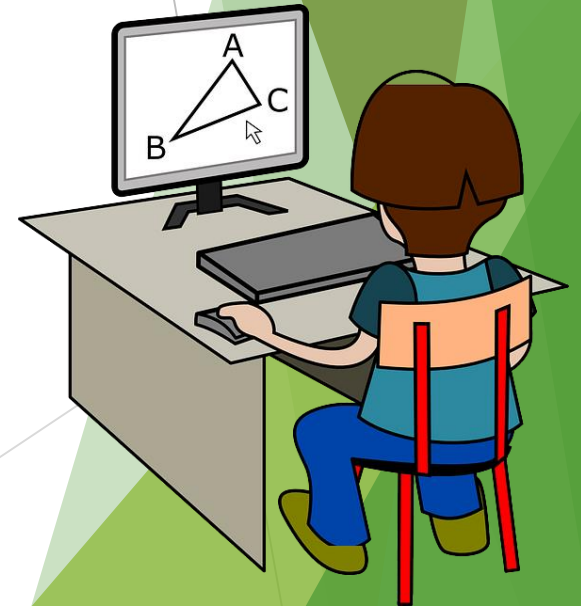
- Strengthening pupils' positive and realistic self-image as learners
- Emphasis on unhurried pace and peace
- Interaction and empowerment
- Wellbeing and safety in daily life
- Awareness and respect for diverse cultures and languages
- Responsibility for sustainable future



What's changing at school?

- Diverse learning environments: studying takes place more outside classroom and in virtual environments.
- Students move more and sit less.
- Students use more computers, tablets and their own device (BYOD).
- Students study coding, computing and computational thinking throughout basic education
- Active learning methods like drama, role play, debate and gaming are used more often.

SCHOOL CULTURE



What's changing at school?

- Students take part in the design of their learning. More projects, exploring and solving real-life problems in groups.
- Students of different ages and grades work more together.
- Teachers work more together (co-teaching).
- Students can be teachers and teachers can be students.
- Fewer summative tests (assessing what's been learned) and more supportive feed back, self and peer assessment (assessing learning).

SCHOOL CULTURE



What's changing at school?

- Students are encouraged to find and use their strenghts and make use of their interests.
- Students study more often multi-disciplinary learning modules and phenomena from cross-curricular point of view.
- Students get friends and cooperate with students from different countries and cultures in their own school, neighborhood or via internet.
- Teachers build professional networks also internationally.
- Students participate in developing their own school, promoting sustainability and making the world a better place!

SCHOOL CULTURE



THANK YOU!

[http://schoolsgoingglobal.blogspot.fi/
tiina.sarisalmi@orivesi.fi](http://schoolsgoingglobal.blogspot.fi/tiina.sarisalmi@orivesi.fi)

Special thanks to
Irmeli Halinen, former Head of Curriculum Development
at Finnish National Board of Education

Ulla Kurki-Hartikainen
Tuulikki Löppönen
Johanna Savolainen
5.10.2016

The three steps special education in Finland



Special education generally

- Based on the philosophy of inclusion.
- Inclusion means that the pupil goes to the nearest school and the support is provided in pupils own teaching group, whenever it's possible.
- Children are supported individually.
- The focus is on the earliest possible support in order to prevent the emergence and growth of the problems.
- Support is divided into three categories: general support, intensified support and special support.
- All pupils have the right for support in every step of the support.
- The need for support may vary from temporary to continuous or from minor to stronger.
- Pupils may need one or several forms of support.

The three steps

General support

Intensified support

Special support



Pedagogical
assessment

Pedagogical statement
official decision



(Learning plan)

Learning plan

Individual education plan

General support

- Natural part of everyday teaching and learning process.
- All pupils have the right to general support as soon as the need arises.
- Co-operation between home and school
- Different forms of support:
- Proactive remedial teaching, part-time special needs education, flexible teaching arrangement, assistance services, interpretation, pupil welfare

Intensified support

- When general support is not enough (regular support or several forms of support), the pupil moves from general support to intensified support.
- Pedagogical assessment shall be done and handled in the multiprofessional pupil welfare team.
- A pedagogical assessment includes the overall situation of the pupil's learning, general support received by the pupil and an evaluation of the effectiveness of the various support forms, the pupil's strengths and interests, learning capabilities and special needs and an assessment of the need for intensified support
- Following this a learning plan is drawn up for the pupil.
- The aim is to prevent existing problems from becoming more serious.

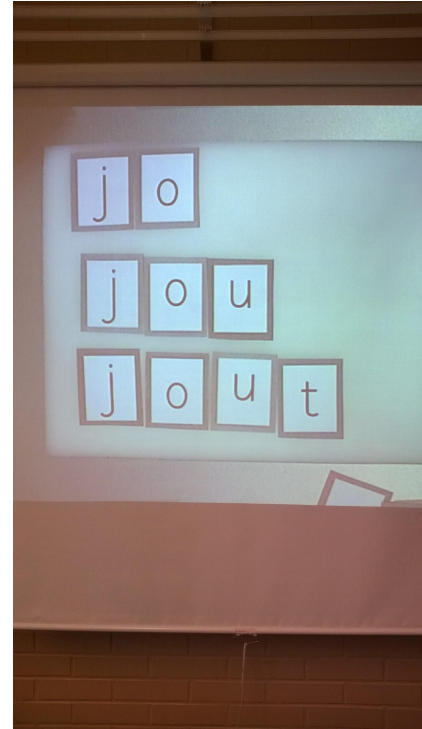
Special support

- When the intensified support is not sufficient, special support is needed.
- In this case the pedagogical statement must be done in the multiprofessional welfare team and it is an official decision.
- Following this decision, an individual education plan (IEP) shall be drawn for the pupil.
- The IEP contains the pupil's individual goals, pedagogical solutions, arrangements of instruction, co-operation and services required to provide support, evaluation of the support
- For example in case of disability, illness, delayed development, emotional disorder, the special support is valid.

	General support	Intensified support	Special support
Differentiating	X	XX	XXX
Pupil's guidance	XX	XXX	XXX
Pupil's welfare	X	XX	XXX
Remedial teaching	XX	XX	X
Part-time special needs education	X	XX	X
Helping materials	X	X	XX
Assistance services	X	X	XX
Special teaching class			X

Special education in our school

- Three special education teachers
 - Two teachers give part-time special need education. It is provided for pupils who have difficulties with linguistic or mathematical skills, learning difficulties in individual subjects or problems with study and interaction skills.
 - One special education class teacher
- Flexible teaching arrangements and groups
 - f. ex. collaborative teaching



Learning and teaching activity in Finland



ENGLISH LESSON for the 6th graders, 6th of October 2016

32 pupils, two teachers

The aim of the lesson is to improve the students' conversational skills, enhance the knowledge of the English speaking countries, work in groups, do some evaluating, listening comprehension, speaking and responding to others' opinions.

Introduction of the lesson:

During four previous English lessons the students have prepared presentations of their imaginary trips to English speaking countries. Today we are evaluating one of those presentations. Two of the students give their presentation and talk about their dream holiday and show pictures and videos, share some information about the country and city they have chosen.

The students have had the opportunity to decide for themselves how much of the presentation is in English and how much they want to use Finnish. Other students evaluate their classmates' presentations by giving them a grade and writing down some comments. The teacher also gives a grade and some feedback. Each student will also evaluate their own performances by writing down their own comments as their homework and their parents will also read these self-evaluations. When the class has seen and evaluated all of the presentations we shall talk more about how well everyone performed and what we learned during this project.

The second assignment is to do some groupwork. The students have had to do homework and they have written down the best and the worst things about Finland. The teacher has named groups of four beforehand and each group has a team leader. The students have to have a conversation about the best and the worst of Finland. The team leaders are in charge that everyone in their group gets their turn and that the conversation goes on smoothly. Our guests are welcome to join in these conversational groups!

End of the lesson and no homework today!

Welcome!

Tampere Vocational
College,
Orivesi unit

Tampere Vocational College TREDU

tredu



“Tredu is many-sided
and flexible.”

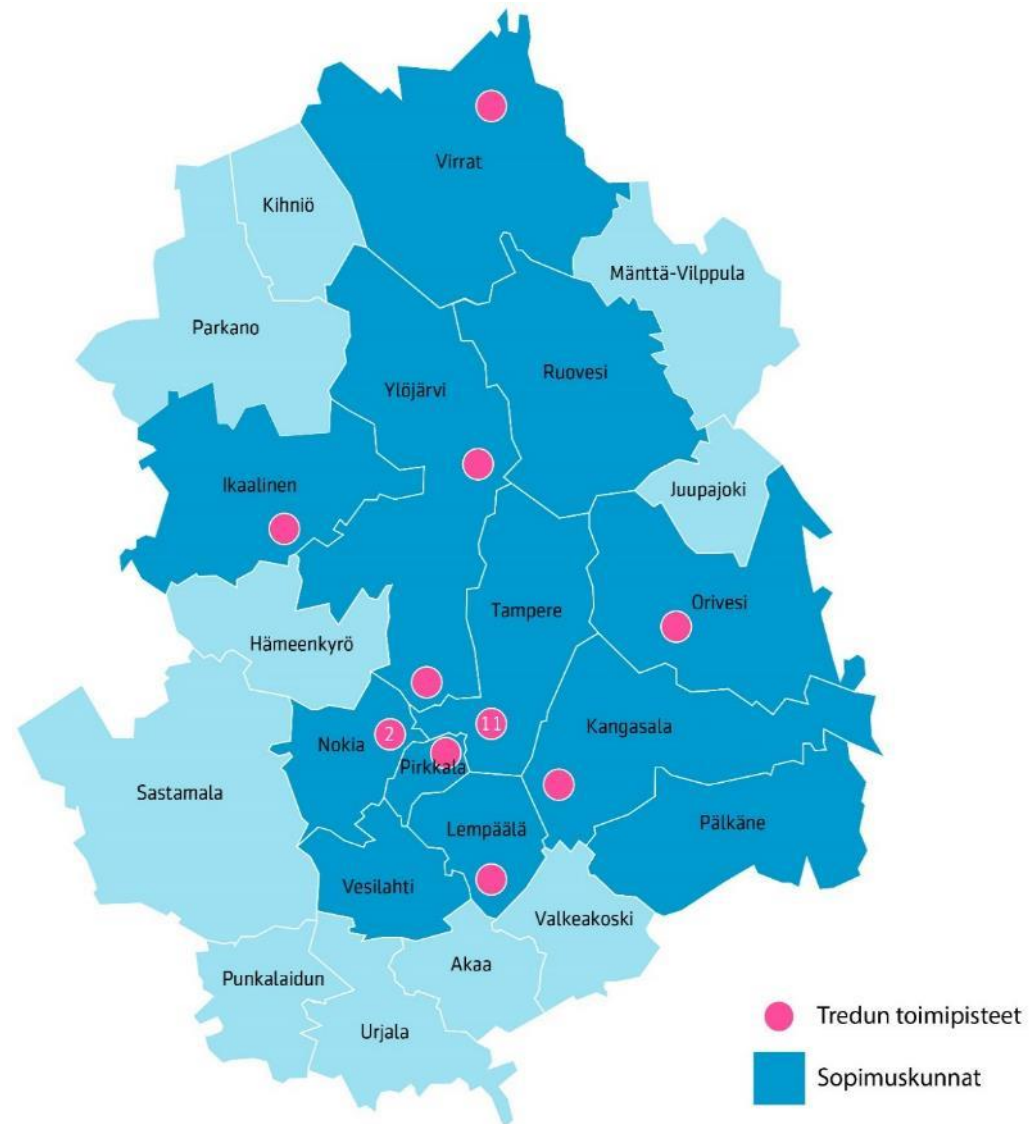


“Tredu has the most extensive
of study pathways in the
Pirkanmaa region.”



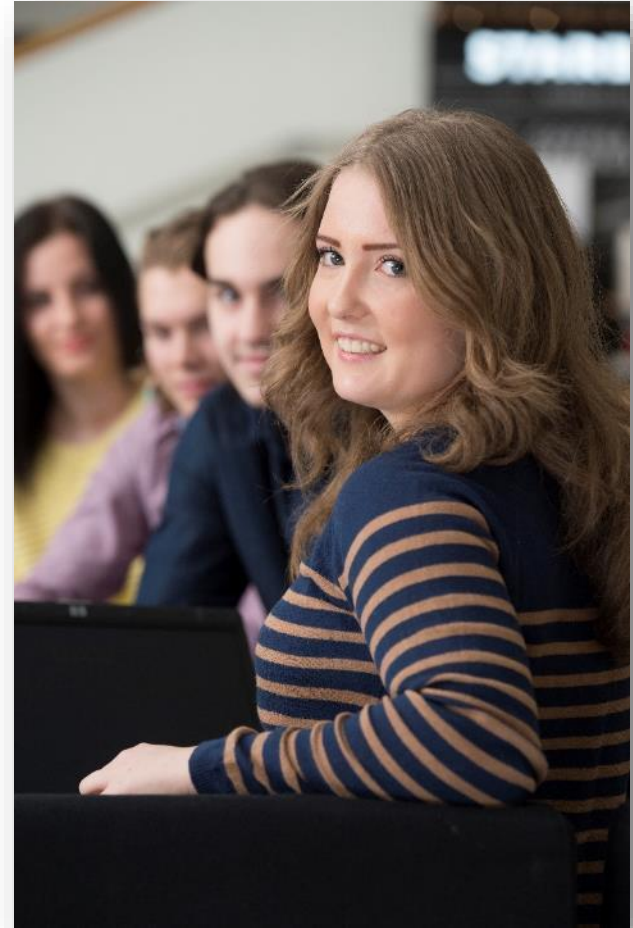
Pirkanmaa Region

- 13 municipalities
- 20 offices, 9 municipalities' area
- Co-operation with local companies (2000)



Tredu

- The second biggest Vocational College in Finland
 - The biggest College is Stadi in Helsinki.
- Students 18 000
 - Vocational qualifications 8110
 - Adults 1200
 - Further vocational qualifications 6500
 - josta tutkintotavoitteisessa koulutuksessa 2300
 - ei-tutkintotavoitteisessa koulutuksessa 4200
 - Apprenticeship training 3700
- Staff 1200
- Administration under Tampere city
- Budget 112 milj.



Tredu

Values of Tredu: open, responsible, communal and brave.

- on yritysten kumppani: teemme vuosittain yhteistyötä yli 2000 yrityksen ja yhteisön kanssa.
- kouluttaa aktiivisia kansalaisia, joilla on hyvät valmiudet työ- ja elinkeinoelämään, jatko-opintoihin ja elinikäiseen oppimiseen

Tredu menestyy:

- kuuntelemalla työ- ja elinkeinoelämää ja kouluttamalla osaajia tarpeeseen
- käyttämällä monipuolisia ja opiskelijalähtöisiä opetusmuotoja
- hyvällä johtamisella ja toimivalla organisaatiolla
- vahvalla ja ennakoidulla taloudella sekä resurssien tehokkaalla käytöllä.

After graduate

The background image shows three young men sitting on a black bench in a workshop. They are all wearing bright orange high-visibility work jackets with reflective silver stripes. The man on the left is wearing tan pants, the middle man is wearing blue jeans, and the man on the right is wearing blue jeans. They are all smiling at the camera. Behind them is a red tractor with large black mirrors. The workshop has orange walls and various tools and equipment visible in the background.

- 1800 students graduate every year and 200 students graduate matriculation examination too.
- 1000 adults graduate every year.
- 900 students will go to work and
- 10 % will continue studies in university or polytechnic

Tampere Vocational College

Orivesi Office/Unit

- ❖ Vocational Qualification in Vehicle Technology
 - ❖ Students 48
- ❖ Vocational Qualification in Business and Administration
 - ❖ Students 30
- ❖ Vocational Qualification in Building Maintenance Technology
 - ❖ Students 23
- ❖ Vocational Qualification in Social and Health Care (beginning of school year 2017)
- ❖ Students totally 160
- ❖ Personnel 25

You can find us from Social Media too:



www.tredu.fi,
sivustolla myös live-chat

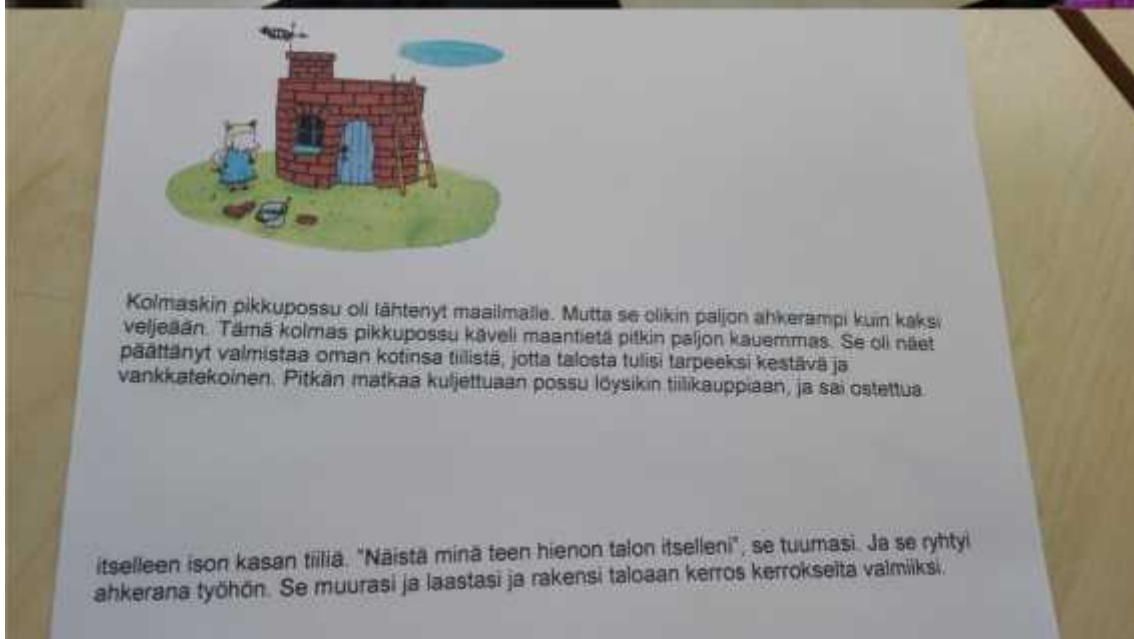
<https://www.youtube.com/watch?v=Fm00DmD4cvA>

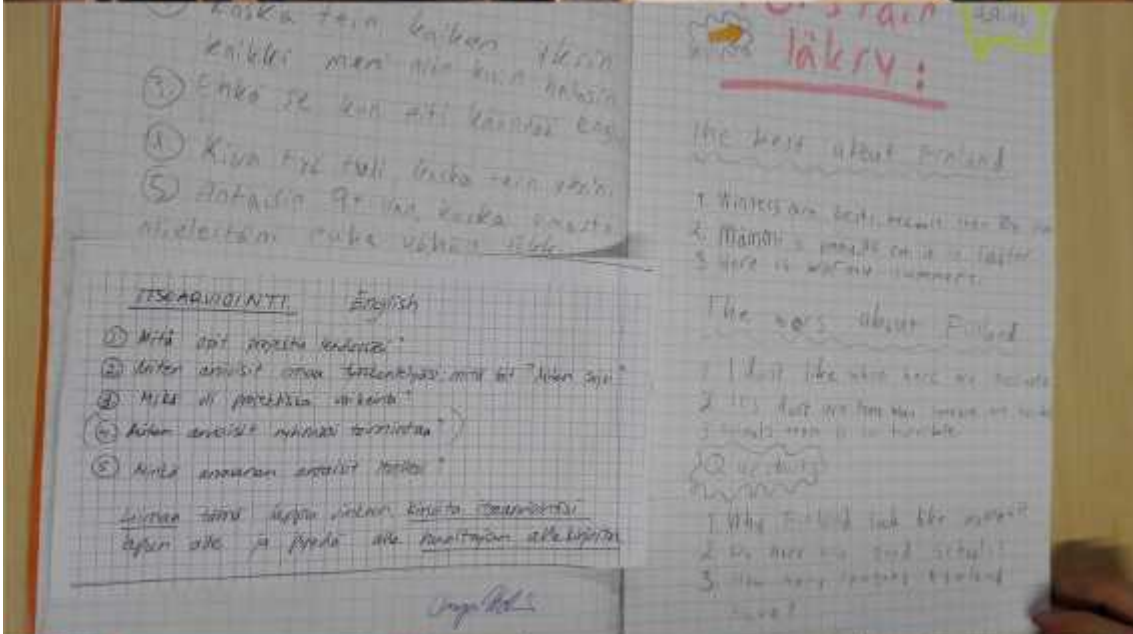
Tredun sosiaalisen
median kanavat:



Thank You











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Children in a Europe of 2020

METHODOLOGY

IN

CYPRUS

English as a foreign language in the Cyprus Curriculum

25/2/2016

The new Curriculum

- As of this academic year, we have 2 teaching periods of 40 min. for every grade.
- For the previous 5 academic years, we had 1 teaching period for grade 1 and grade 2, but 2 periods for Grades 3 -6. Also, 1 hour for pre - School too.
- Until 2009 ,English Language, as L2, was only included in the curriculum of Grades 4 , 5 & 6.

Main objective:

The children to gain:

- positive attitude towards the English language and other languages in general.
- Intercultural awareness and the ability to use the English language in order to communicate in every day life.

The use of L2

As much as possible...

The philosophy is that the language classroom should develop into an environment where the pupils :

- enjoy listening
- Have ample linguistic input
- Have opportunities develop learning strategies
- Practice communicative skills.

European guidance

- The new curriculum and books are based on the new National Curriculum for English .
- Pre –primary, Year 1, is only speaking and listening
- Year 2 we start the alphabet
- Year 3 -4-5-6 we cultivate all the other skills.

Topics for Pre primary –Year 1-2

- My self
- Numbers from 1-10
- Colours
- Animals (wild and farm)
- Simple classroom language
- My family
- Days of the week

Topics for Year 3-4

- My self
- Objects and animals
- Numbers 20-100
- I can –I can't
- The weather
- Mythical creatures
- Describing people
- Stories and fairy tales
- Favorite food
- Clothes
- Rooms of a house

Topics for Year 5-6

- Tell the time
- Feeling ill
- Emotions
- Endangered animals
- People from the past
- An ordinary day
- Recipes
- Professions
- How will the future be.

Methodology

- The communicative approach
- Task based learning
- Immerses pupils in a foreign language environment ,rich with: interesting activities, pair and group work, engaging stories and fun songs.
- Constant reuse of language taught as recycled language.

Group work



Techniques

Songs :

- enjoyable
- Help listening and speaking skills
- Lower anxiety
- Enable participation by anyone

Jazz chants: rhyming patterns

Singing: pre- primary and Year 1 together





Forming with their bodies a picture from the book.



Games

- Enjoyable
- Help develop cognitive and social skills



•Story telling

- Stories are valuable tools for young learners, and it promotes positive learning atmosphere ,so contractive to learning. Stories can relate to children's emotions in every day lives .
- It opens windows to new vocabulary.
- They are authentic text with unclaimed literary value, providing us with the language musicality, words rhyming , cultural aspects ,expressions and many more.

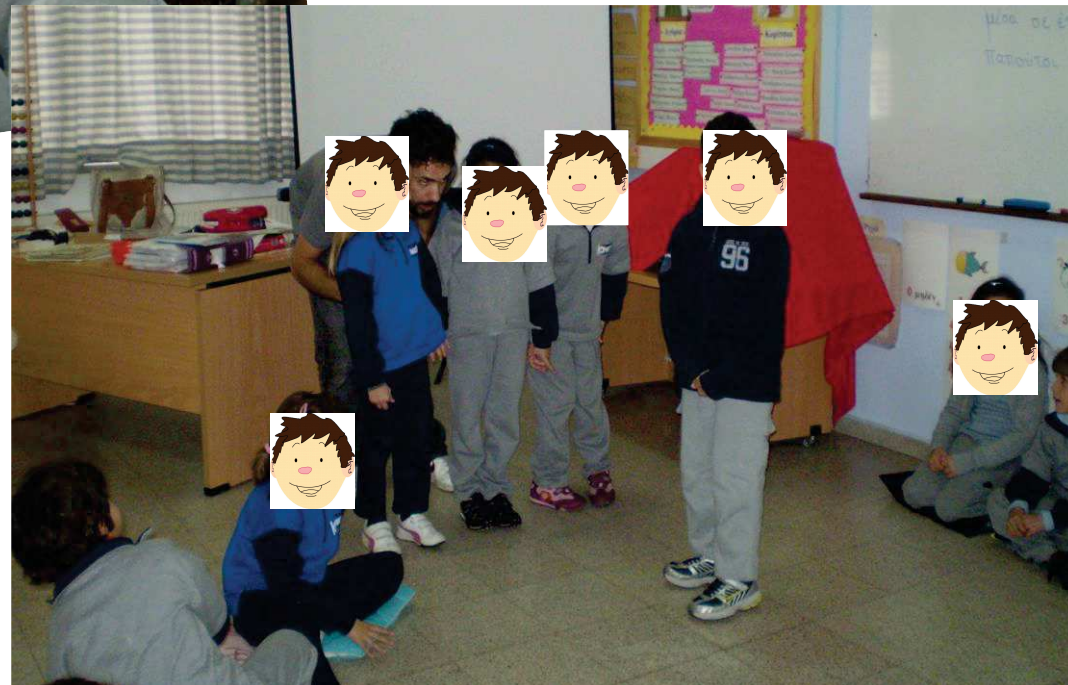
Dramatization:

- Make the story come to life/role play. Makes the lesson communicative ,and enjoyable.

Story telling



Role play-story telling

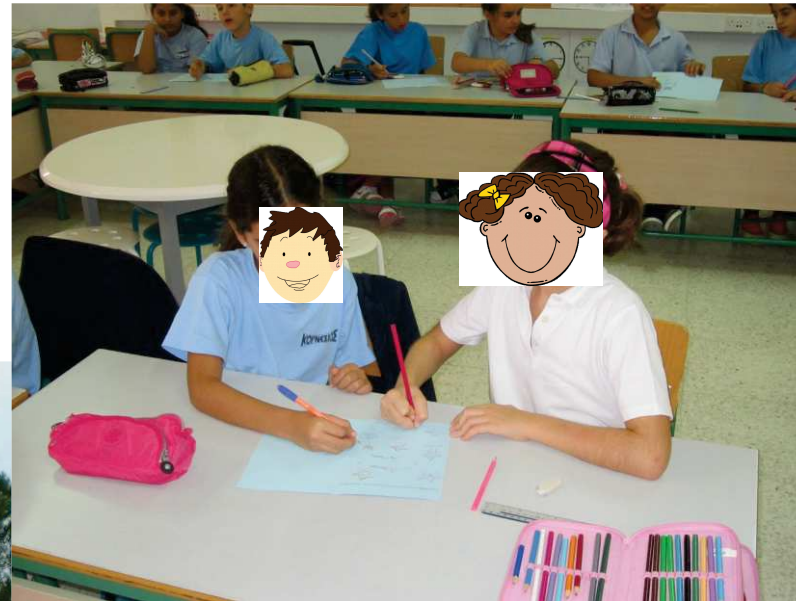


Role play-movement- Dramatization

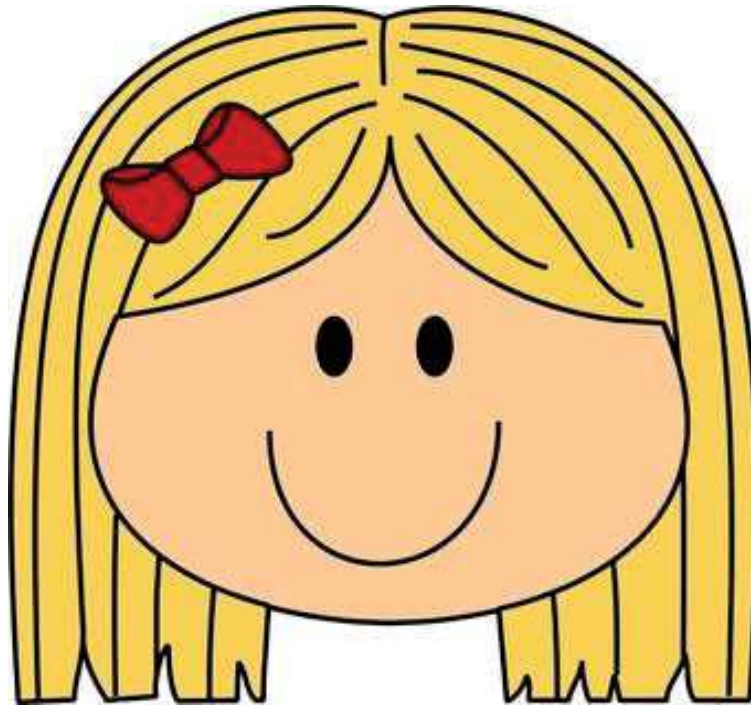


Art

Children use art to express themselves for something they heard or discussed from the story and then describe it to the class or other children.



Thank you all for your
attention



Unit 11: "Green eggs and Ham"

OBJECTIVES

Language:

Pupils should be able to:

- ask about likes and dislikes (Do you like...?).
- reply about likes and dislikes (Yes, I do/No, I don't).
- follow and actively engage with a children's story.
- Use the new food vocabulary.

Intercultural aspect:

- Pupils should come into contact with foreign children's literature

("Green eggs and ham" by Dr. Seuss).

NEW LANGUAGE

Production

- Do you like...? Yes, I do/No, I don't.
- Cheese, chips, cake, coffee, water, eggs, ham.

Comprehension

Language included in the story (e.g. 'let me be', 'try them', here, there, box, fox, dark, tree, goat, boat, etc)

RECYCLED LANGUAGE

- I like.../I don't like...
- Food vocabulary: (milk, pizza, tea, banana, orange, apple, etc.)
- Prepositions (in, on, under)

Unit 6



Lullabies



Lesson objectives

Listening

1. Students should be able to imitate the descending pattern of the song “Twinkle, twinkle little star”.
2. To be able to recall the resting tone (tonic of C major scale) of this song.
3. To be able to distinct the two different parts of the ternary form (ABA form) of the song through a variety of empirical ways.
4. To be able to use informal learning in order to perform the second melody of the song (descending melodic pattern- ‘play it by ear’).

Performing (voice)

1. Students should be able to sing with melodic accuracy the song “Twinkle, twinkle little star” in Greek and English.

Performing (instruments)

1. Students should be able to perform on pitched percussion the song.

Musical Concepts

Melody:

- Melodical patterns in C major scale
- Descending melodic pattern
- Tonic of a major scale (resting tone)

Musical Form:




- Ternary form (ABA) (empirical learning)
- Theme and variation (empirical learning)

Expression and articulation:

- Dynamics (piano-soft, pianissimo-really soft)

UNIT 6

LESSON 3

	LESSON PLAN
	<p>Activity 1 (Voice warming):</p> <ul style="list-style-type: none"> Voice warming exercises (preparing the diaphragm and the low and high voice range – chest and head voice). Singing the Cypriot lullaby “Ayá Marina je jirá”, introducing tonic of the scale as a drone/pedal. Inner hearing exercises Piano and forte dynamic Reminding the “Twinkle twinkle little star” in greek and English, through images that represent core English words in the song, e.g., <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center;"> star, world, diamond </div>
Resting Tone	<p>Activity 2:</p> <ul style="list-style-type: none"> The teacher sings the tonic (DO/C note) The children imitate her and “hold this note in their head” The teacher sings the melody of “Twinkle twinkle little star” with the syllable “pa”. She stops the melody in certain points and asks from the children to sing the tonic (“Let’s go home”)
ABA form recognition	<p>Activity 3:</p> <ul style="list-style-type: none"> The children listen to “Twinkle twinkle little star” and they try to recognize the two parts of the melody. We ask them to put the flash cards of the two melodies in order. While they listen the first part (Part A) they are encouraged to remain seated. As soon as the part B is played they are standing up and show the movement of the melody in any way they want.
Informal learning Playing “Twinkle twinkle little star”	<p>Activity 4:</p> <ul style="list-style-type: none"> The teacher asks from the children to become groups (2 or 3 children in each group) and then she hands out to them 4 chime bars (RE/D note to SOL/G note). We ask from the children to play “by ear” the B part from the song.

Educational material supporting the national curriculum for music (keystage 1 – grades 1 and 2) provided by the Ministry of Education and Culture – Department of Primary Education.

“by ear”	<ul style="list-style-type: none">• Later on the class performs the whole song combining their voices (Part A) and chime bars (Part B).
Listening Theme and Variation by Mozart based on the melody “Ah! Vous-dirais je maman”	Activity 5: <ul style="list-style-type: none">• The class listens to the main theme of Wolfgang Amadeus Mozart’s “12 Variations on “Ah, vous dirai-je maman”, and then the variations. We encourage the children to listen and recognize the two parts of the “Twinkle twinkle little star” melody. We again ask from them to be seated while they listen to part A and stand while they listen to part B.

Year 3 – Unit 11

Where is the mouse?



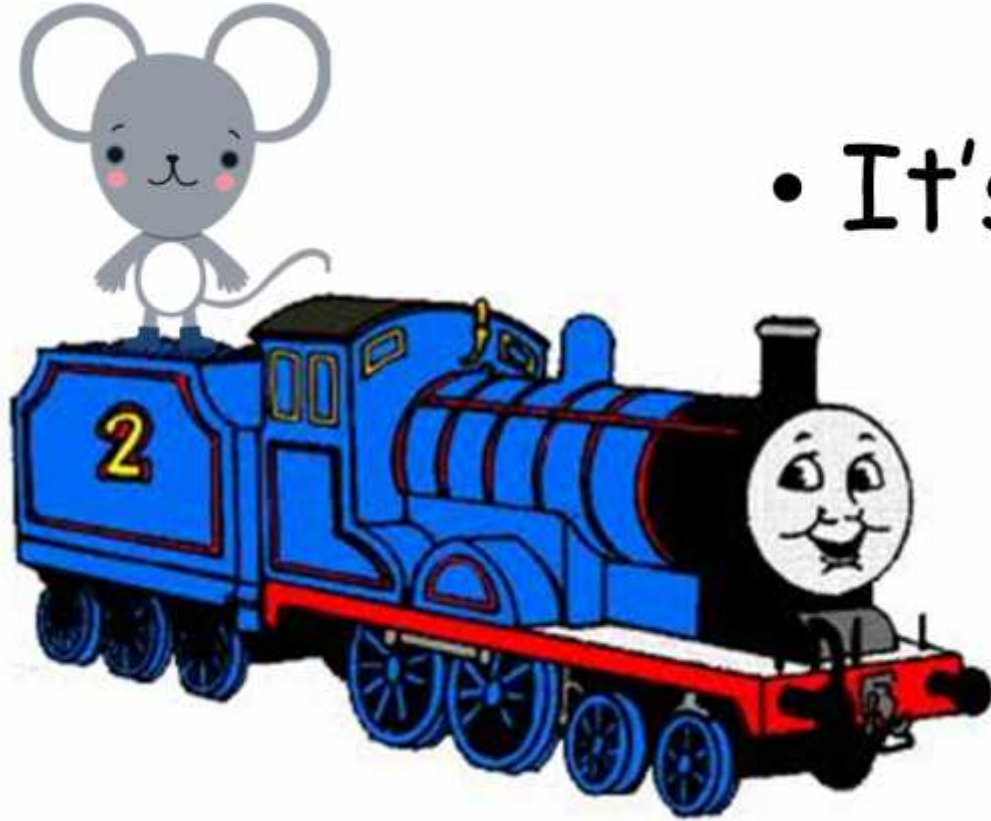
- It's **on** the house.

Where is the mouse?

- It's **in** the car.



Where is the mouse?



- It's **on** the train.

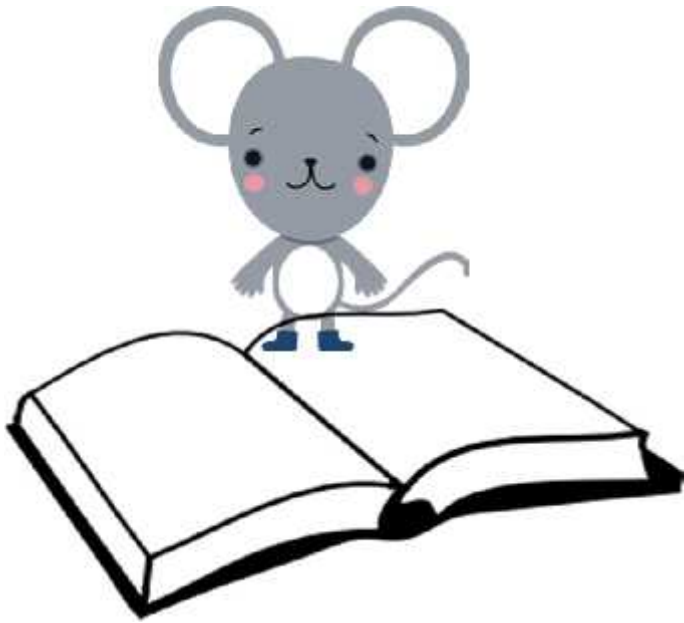
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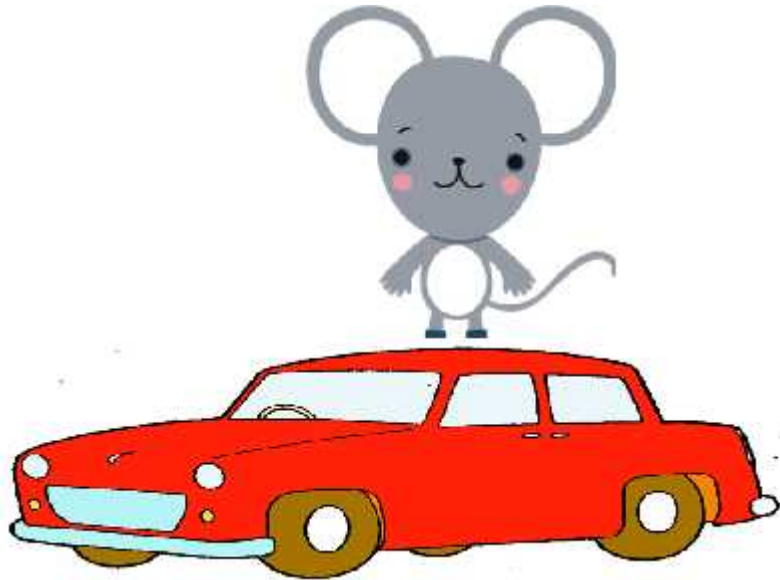
- It's **under** the chair.

Where is the mouse?

- It's **on** the book.

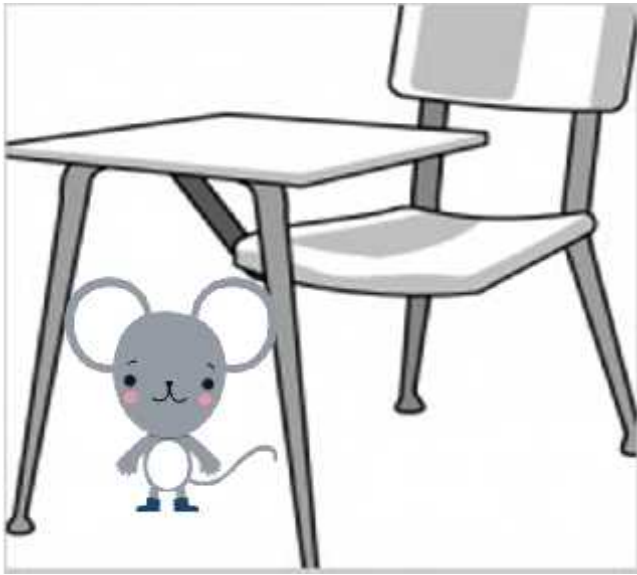


Where is the mouse?



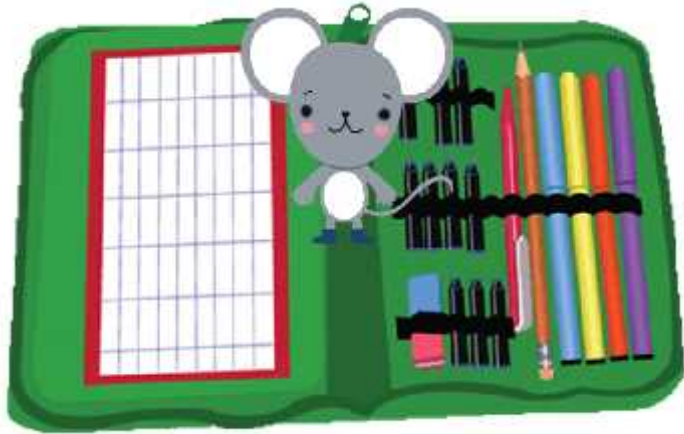
- It's **on** the car.

Where is the mouse?



- It's **under** the desk.

Where is the mouse?



- It's **in** the pencil case.

*Presentation designed by the English Curriculum Development team,
Cyprus Ministry of Education and Culture*



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Children in a Europe of 2020

METHODOLOGY

IN

HUNGARY

Lesson plan

English Music

Step	Time	Activity	Classroom organization	Equipments
1.	2'	<u>Greetings:</u> 'Good morning' song) Full class interaction	
2.	5'	<u>Colours</u>) Warm up game: wordking) Act out and sing the song of the rainbow) Song: 'Colour my word...' watch the video and sing the song) Full class interaction) Pair work) flashcards) interactive whiteboard software) computer) whiteboard) loudspeakers
3.	5'	<u>School objects:</u>) Colour the school objects: students go to the computer and colour the school objects popping out of a big schoolbag. They tell their colour and names to their peers.) Song: 'What's in your schoolbag?' watch the video and sing the song) Full class interaction,) Individual work) interactive whiteboard software) computer) whiteboard) loudspeakers
4.	5'	<u>Numbers</u>) Rhyme: 'One potato, two potatoes...') Find the toys in the picture and count them) Students' favourite toy is teddy bear so they act out and tell a rhyme and sing a song in connection with teddies:) Full class interaction,) Individual work) interactive whiteboard software) computer) whiteboard) loudspeakers) toy: teddy bear

		<p>1. 'Teddy bear, teddy bear, turn around...'</p> <p>2. ' One little, two little, three little teddy bears...'</p>		
5.	7'	<p><u>Animals</u></p> <p>) Photos of animals are hidden in the classroom and children have to find them. When all of the pictures are found, students tell the animals' names and count them. Finally they sing songs and act out them:</p> <p>1. 'One, two, three, four, five, once I caught a fish alive...'</p> <p>2. 'Two little dicky birds...'</p> <p>3. 'The dog on the farm'</p>) Full class interaction) photos
6.	8'	<p><u>Body</u></p> <p>) Game: One of the students stand in front of the class and he/she becomes the teacher. The new 'teachers' tell instructions to the class: 'Close your eyes and touch your nose! etc.'</p> <p>) Act out and sing 'Head and shoulders, knees and toes' song</p>	<p>) Full class interaction</p> <p>) Frontal work</p> <p>) Individual work</p>	<p>) interactive whiteboard software</p> <p>) computer</p> <p>) whiteboard</p> <p>) loudspeakers</p>
7.	7'	<p><u>Food</u></p> <p>) Students can see a picture of a girl sitting at a table. They go to the board, point and say the names of the food.</p> <p>) Children ask each other which food they like: ' Do you like</p>	<p>) Full class interaction,</p> <p>) Individual work</p> <p>) Pairwork</p>	<p>) interactive whiteboard software</p> <p>) computer</p> <p>) whiteboard</p> <p>) loudspeakers</p> <p>) coins</p>

		<p>bananas?’ - ’Yes, I do.’ etc.</p> <p>) Song: ’Five currant buns’</p> <p>Before singing and acting out the song teacher shows English pennies and tells information about them. Then the customers in the song use those pennies when they go to the baker’s to buy their buns.</p>		
8.	6’	<p><u>Culture</u></p> <p>) A little part of an English double-decker bus is shown and students have to find out what they can see in the full photo. Then they tell the teacher and their classmates what they know about it.</p> <p>) Song: ’The wheels on the bus...’ They watch the video on YouTube then act out and sing the song</p>) Full class interaction	<p>) photo</p> <p>) Internet: https://www.youtube.com/watch?v=3e2KqgoB0TE </p>









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Children in a Europe of 2020

METHODOLOGY

IN

DENMARK



VISIBLE LEARNING

- a new focus on Stjærskolen

Visible learning

Why use visible learning:

- John Hattie's research has shown that the most important thing to motivate pupils and to improve their learning is to make the pupils aware of why, how and what they are going to learn.

Important words in visible learning:

- Visible goals for each subject, period and lesson
- Feedback
- Visible development for every pupil
- Growing mindset

Your learning is affected by your mindset

Growth mindsets

Growth Mindset:
I like to try new things.



Fixed Mindset:
I won't try new and difficult things.



Growth Mindset:
I keep trying until I can!



Fixed Mindset:
I just give up easily.



Growth Mindset:
My work effort helps me learn.



Fixed Mindset:
It doesn't help to work hard.



Growth Mindset:
I can learn from mistakes.



Fixed Mindset:
If I don't try, I won't make a mistake.



Growth Mindset:
When other kids do well, I am inspired.



Fixed Mindset:
I am jealous when other kids do well.



The pit

- make your pupils aware of there own learning



Our first small steps...

- Lets go to our classroom to see our first attempts towards making learning more visible to our pupils...









Physical activities at Stjærskolen

- divided into 4 categories

PE
- including exam

Active breaks in the
lessons
(brain breaks)

Physical activities
in the lessons
(learning by doing)

Physical activities
outside the lessons
(new subject)



Erasmus+



Children in a Europe of 2020

METHODOLOGY

IN

HOLLAND

How do we teach English at our school.

During all the lessons in the school the teachers only speak English and the children also speak English.

We start with teaching English in the first year.

All the teachers in our school followed for three years an English course and they all are certificated to give English lessons.

We are official certificated as an early bird school which means that our English lessons measure up to standardized requirements.

We try to involve English in other curriculum subjects, as for example biology, gymnastics etc.

The children also practice on the computer and the oldest children are using skype and e-twinning to talk with children in other countries.

The methods we use for English are:

Playtime

Playtime (group 1 and 2) is a course for children between the ages of 3 and 6.

The aim of this series is to offer young children an attractive and stimulating introduction to English. This is achieved through a bank of materials encompassing all the different media for learning that children love.

The children learn through a combination of activities with big story books, posters, flashcards, class books, dvd's. The most important figure in all the activities is Monkey.

Each unit has two songs: the story song and the unit vocabulary song. The story song is an integral part of the story itself, allowing the children to concentrate on a key point of the story and to join in with actions and simple music.

Playtime is a complete package with a wide variety of recourses that can be adapted flexibly to different teaching contexts.

The characters are friends called Rocket, Star, Melody and Twig. They each have different personalities and interests with which the children can identify.

Group 1-2 has two English lessons in a week with the method "Playtime". Next to that they sing English songs, "read" English books and play English games during a week. The teacher uses the internet (Pinterest, you tube) to enlarge the lessons.

Happy house

The sequel to playtime is happy house. We use this method in group 3 and 4.

The most important is again talking, but the children are also starting to learn to write in English.

They learn with different activities, playing the story, singing, posters, talking to each other.

During the lessons, we only speak English, they have a book, a working book and we use the dvd's.

In happy house there is a family living with mum, dad, three children, a cat and there also lives a mice family in the house.

Each unit is having a different item and contains 8 lessons, for example about food, going to school etc.

All the items are recognizable for the children so they can tell their own story about the subjects.

We also give 2 lessons in a week and the children are working together on translating words for example for subjects as sports, Christmas, the weather. They make drawings about these subjects and write the words with it so during the years the make a kind of English book.

Happy Street 2 / Happy World 1 and 2

In the fifth and sixth grade we use Happy Street. Happy Street takes the young learners outside the context of the house and helps them to explore the neighborhood.

In the seventh and eighth grade we use Happy World with lessons about all kind of exciting topics of the world outside.

Happy Street and Happy World give a lot of ideas to exercise pronunciation, they talk a lot with each other and they read in English.

Writing skills are systematically built up. Songs, games, speech bubble stories, rhymes and jokes: they make learning easy, the children love to do it.

Words and birds

In this computer program children can practice at their own level.

Click

In addition to the curriculum we have the glossy "Click". That gives the children 5 teenage-focused issues in a year. It's a motivating introduction to English-speaking cultures worldwide.

Groove me

We use the English method "Groove me" (Learning English language by music) as an additional Clil-activity.

The children love it. Singing pop songs together with various artists gives the pronunciation a boost.

Other activities

The Erasmus+ project gives lots of opportunities.

Skype, twinspace and of course meeting in person makes that the children like to learn English, because they want to understand each other.

The topics about the environment and making a fairytale make English meaningful.

















Erasmus+



Children in a Europe of 2020

METHODOLOGY

IN

SPAIN

ENGLISH AT PREPRIMARY SCHOOL

Our school is a rural school with several levels in the the classroom. This is a didactic unit for children who are 3, 4 and 5 years old and they are at the same time in the classroom.

TOPIC

Healthy food

TEACHING OBJECTIVES

- Present and practice the vocabulary about food through a story.
- Recognize and classify food according to their origin.
- Distinguish healthy and unhealthy food.
- Recognize the days of the week through a song.
- Revise the vocabulary related to numbers and colors.

▪

VOCABULARY:

Caterpillar, coccoon, egg, butterfly, apples, strawberries, pear , plums, oranges , etc...

Days of the week.

Numbers

Colours

FUNCTIONAL STRUCTURES:

I like, I don't like, Can I have...

CLASSROOM LANGUAGE:

Sit down, please, Stand up, please, Very good!, Well done! We can say..., What's this?, Who's this?, What colour is it?, What number is it?, Let's sing the song!, Listen to the story!, It's time to say Goodbye!. See you tomorrow/next time/next lesson, etc.

We can say..., What's this?, Who's this?, What colour is it?, What number is it?, What's the weather today?, Put on your... , Can you remember?, Can I have a ..., please?, I like...

Session 1

- Routines: greeting, weather, feeling, calling the roll.
- Introducing a new puppet " the very hungry Caterpillar". Children say hello or shake its hands.
- Time for a story routine . Please sit down song.(super learning songs)
Are you ready for a story? Yesssss(3 times)
Put your hands behind your back (3 times)
Once upon a time.... There was..... (using the book)
- Working with the vocabulary: only the character (Caterpillar, butterfly) using flashcards.
- Worksheet.
 Colour a Caterpillar according to a code (3 year old group)
 Colour a butterfly according to a code. (4 and 5 year old group)
- Time to clean up. Clean up song.
- Time to say bye bye. Bye bye song. A child take the Caterpillar puppet to his or her house to care it. At the following day he or she must take it back.

Session 2

- Routines: greeting, weather, feeling, calling the roll.
- Children say hello to the caterpillar or shake its hands.
- Time for a story routine . Please sit down song.(super learning songs)
Are you ready for a story? Yesssss(3 times)
Put your hands behind your back (3 times)
Once upon a time.... There was..... (tell the story using the small puppet, the small flashcards and the Little egg)
- Time to revise the vocabulary and introduce new one using flashcards: egg, cocoon, sunny. Play with them (flashcards games)
- Playing with playdough. Worksheet (playdough mats pdf.)
- Vocabulary: days of the week song.
- Vocabulary: numbers using flashcards and songs.
Ten in the beds song. (from super learning song)
- Worksheet : number. (from number folder)
- Time to clean up. Clean up song.
- Time to say bye bye. Bye bye song. A child take the Caterpillar puppet to his or her house to care it. At the following day he or she must take it back.

Sesion 3

- Routines: greeting, weather, feeling, calling the roll.
- Children say hello to the caterpillar o shake their hands.
- Time for a story routine . Please sit down song.(super learning songs)
Are you ready for a story? Yesssss(3 times)
Put your hands behind your back (3 times)
Once upon a time.... There was..... (tell the story using a power point)
- Revision days of the week and numbers with the song.
- Vocabulary: Introducing food with flashcards.
- A game. Healthy or unhealthy? Using the food from the tale, put them on the floor. Children have to pick up and stick them (one by one) on the blackboard with blue tack. You must divide the blackboard in two halves, one in green and another in red. You can draw a traffic light in green for healthy food and another in red for unhealthy food.
- Time to clean up. Clean up song.
- Time to say bye bye. Bye bye song. A child take the Caterpillar puppet to his o her house to care it. At the following day he or she must take it back.

Sesion 4

- Routines: greeting, weather, feeling, calling the roll.
- Children say hello to the caterpillar o shake their hands.
- Time for a story routine . Please sit down song.(super learning songs)
Are you ready for a story? Yesssss(3 times)
Put your hands behind your back (3 times)
Once upon a time.... There was..... (tell the story using a video)
- Revision days of the week and numbers with the song.
- Revision food using flashcards.
Games (what's missing? Bit a bit, ...)
Game: Can you find ...? (poster)
- Game: From an animal or from a plant? To play this game, you need two chairs, a pole with a picture of a tree, and a picture of different animals. Line up the children in two lines. Show them a flashcards and the two children have to run and sit down in the right chair.
- Time to clean up. Clean up song.
- Time to say bye bye. Bye bye song. A child take the Caterpillar puppet to his o her house to care it. At the following day he or she must take it back.

Session 5

- Routines: greeting, weather, feeling, calling the roll.
- Children say hello to the caterpillar o shake their hands.
- Time for a story routine . Please sit down song.(super learning songs)
Are you ready for a story? Yesssss(3 times)
Put your hands behind your back (3 times)
Once upon a time.... There was..... (tell the story using story sequencing flashcards)
- Revision of days of the week, numbers and food using songs.
- Making a role play in a café. (good morning, can I have...?, thank you, bye).
- Time to clean up. Clean up song.
- Time to say bye bye. Bye bye song. A child take the Caterpillar puppet to his o her house to care it. At the following day he or she must take it back.

Session 6

- Routines: greeting, weather, feeling, calling the roll.
- Children say hello to the caterpillar o shake their hands.
- Time for a story routine . Please sit down song.(super learning songs)
Are you ready for a story? Yesssss(3 times)
Put your hands behind your back (3 times)
Once upon a time.... There was..... (children tell the story using banners)
- Making craft. Children make a caterpillar using a carton of eggs, painting and paintbrushers. (3 y 4 year old children)
Children from 5 year old group can make a butterfly using a coffee filter.





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

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

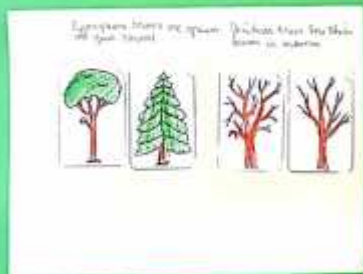
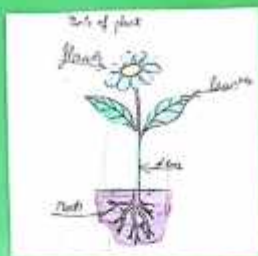


Turtle



Crocodile

PLANTS



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







