

ENGLISH SYLLABUS

SECOND GRADE OF PRIMARY EDUCATION

Castilla-La Mancha

2.3. Primary Education stage.

Primary education spans six years and normally takes place between the ages of six and twelve. The **purpose** of Primary Education is to provide students the learning of oral comprehension and expression, reading, writing, numeracy, the acquisition of basic cultural notions and the habit of living together, as well as study and work, the artistic sense, creativity and affectivity, in order to ensure an integral education which contributes to the full development of students' personality and prepare them to successfully pursue Compulsory Secondary Education (Art. 16, LOE-LOMCE).

Within the LOE- LOMCE subjects are classified in three ways:

- **Obligatory core subjects:** They should take up at least 50% of the school timetable and everything is established by the Government in relation to these subjects. They are: Natural Science, Social Science, Spanish Language and Literature, Mathematics and First Foreign Language (English).
- **Obligatory specific subjects:** Physical Education, Artistic Education and a choice between Religion or Social and Civic values.
- **Elective subjects dependent on the Autonomous Community or School:** the Co-official Language in Communities where this applies.

2.4. Characteristic features of the English Language Area.

The LOE-LOMCE in Section XII of the Preamble states that “the mastery of a second language or even a third one has become a priority in education as a result of the process of globalization in which we live, while shown as a major shortcoming of our education system”. The European Union sets the promotion of multilingualism as an essential objective for the construction of a European project.

In this sense, the Royal Decree 126/2014, 28th February justifies the importance of learning at least, a Foreign Language in its introduction as a need for citizens to adapt themselves in this new interdependent global society.

The Decree 54/2014, 10th July considers language the instrument of learning and communicating one another. Both languages, the own and the first foreign language are part now of the vital baggage of people living in an expanding world in which, relationships between individuals, countries, organizations and corporations become more frequent and closer.

As a consequence, the use of Foreign Languages offers an open and positive vision in improving relations with others these days. With this background it is essential that language teaching is focused on communication. The English classroom is the space where activities related to the ones which students may face in real life should predominate. Hence, it is necessary to offer them as many opportunities as possible to be exposed to the English language and culture and this will help the development of **communicative language competence or linguistic one in English** (the first key competence).

3. CONTEXTUALIZATION.

As we have mentioned before we have some conditioners when planning derived from our educational setting which includes our socio-cultural environment, our school and our pupils.

3.1. Socio-cultural context.

The school in which is carried out this Didactic Programme is located to the outskirts of a capital city of Castilla-La Mancha in a residential area where young couples are being settled down. The population's socio-economic level is average. Most of their inhabitants work in the services sector or in liberal professions.

3.2. My school.

We are in a **public school** built up ten years ago with 6 units of Infant Education and 12 of Primary Education. As we have said before it is located in a new residential area of a town in Castilla-La Mancha where young couples are getting installed. The centre consists of a main building and a big playground. The building consists of two floors. On the first floor it is located the dining room, the morning classroom, the six classrooms of infant education, the management team offices and the teacher's room. On the second floor the Primary Education classrooms, the computer classroom, the library, the special education and language therapist cabinets and the Counsellor's office. On the basement there are the music classroom and two multiple usages rooms. The sports pavilion is out of the main building next to it.

Most of the teaching staff is definitive. It is made up of a tutor for every class group and specialist teachers for Music, English, Physical Education and catholic Religion. We have as well, support teachers for students with specific support needs, an educational assistant and the counsellor of the Guidance and Support Team.

Besides, the teaching faculty shows a favourable disposition towards teamwork, allowing good coordination in their teaching practice. In this sense, the teaching faculty participate on the online platform enabled by the Regional Centre for Teacher Training in various activities such as seminars or workshops.

The non-educational staff consists of a caretaker, cleaners and monitors for the morning classroom and school dining room.

Parents participate actively in government organs of the centre that correspond them. Parent's Association has dynamic members who collaborate actively in the general school planning as well as in the design of extra-school activities for pupils and parents. Relations between parents and teachers are correct though they respect their different areas of competence.

The computer classroom is being used by pupils and teachers and the library is well-organized as for the material and as for the functionality. Resources and materials are appropriate.

The school schedule is from 9.00 to 14.00h from October to May and from 9.00 to 13.00 in June and September. The center has a morning classroom (from 7.30 to 9.00h.) school dining room (from 14.00 to 16.00 h.) and extracurricular activities (from 16.00 at 18.00) from Monday to Thursday.

3.3. My second grade pupils: my students' profile and class group.

My pupils are now studying second grade of Primary Education. They are now seven and in the psychological stage Piaget (1972) termed as Concrete Operations (7-12).

The stage between six and twelve years is characterized by the beginning of compulsory education and also by outstanding achievements in the cognitive, motor and socio-affective dimensions.

The **cognitive command** is marked by the sub-period of concrete operations organization - the capacity to represent orderly complete sequence of events based on the subject's experience. Primary children have overcome the restrictions lived in the previous stage and are able to represent reality by means of symbols, helped by the beginning of learning of diverse codes (mathematical, linguistic, musical, corporal). The acquisition of different codes will allow them to learn the instrumental techniques: Literacy and numeracy.

Nevertheless, it is necessary to consider that instead of using representations they continue attached to reality as it is needed the direct experience to facilitate the learning and the development of the capacity of abstraction.

On the other hand, during this Stage the introspection capacity is increased and students can acquire certain control on their thought. It is the right moment to facilitate self-evaluation instruments that encourage pupils into the reflection of their own activity.

The conservation notion is reached around the eight years. This capacity allows them to fix the qualities of the objects with independence of the changes they suffer.

It is given, also, a qualitative change in the way of organizing reality, children progress from an animist, finalist and egocentric thought toward a natural causal one. The student keeps in mind the consequences of the actions.

The students' progress in their observation capacity and are able to differentiate gradually the fantastic world from the real one. They show attitudes of intellectual curiosity revealed in their search of new information and in a new structuring of the one they have.

Many of the processes previously mentioned in connection with the knowledge of the world and the construction of reality lean on language development (Bruner, 1985).

Finally, just to say that the educational intervention in the cognitive field should promote the strategies to develop understanding memory and attention.

The motor development progresses in independence, balance and control. Children are much more skillful in their movements, jumps and turns and have got a great vitality. The lateralization process is consolidated and the eye-hand coordination gets precise, both of them fundamental for reading and writing learning.

Different authors such as Kohlberg, Erikson, Freud affirm that the period between six to twelve is relatively calm in relation to emotional and social development. Children show an open and wholehearted behaviour, especially in peer relationships.

My students are 7-8 years-old and at this age we may observe some behaviours which may help us understand them better. In fact, it is important that teachers know what to expect from their children at a given development stage to be sure that the expectations they may have for their children at a given age are realistic.