

ENGLISH SYLLABUS

FIRST GRADE OF PRIMARY EDUCATION

MADRID

The Spanish curriculum is considered as a decision-taking process arranged into four development levels:

- First level: The Compulsory Curriculum set up by the Central government and the Autonomous Communities.
- Second level: The Educational project (Art. 121, LOMCE), the Teaching Programmes and the Tutorial, Attention to Diversity (Instructions of July 19th, 2005) and Coexistence (Article 124, LOMCE) Plans.
- Third level: The Teaching class group Programmes or the set of the Planning Units for one course.
- Fourth level: The Individualized Curricular Adaptation when a pupil requires it (Article 5, Order 1493/2015, 22nd July).

3. EDUCATIONAL CONTEXT.

3.1. My school and socio-cultural context.

The school where the programme is going to be developed, started working as a Public Centre of Infant and Primary Education in 1874, belongs to a village from Madrid Community, located in the south of the Community about 42 km from the capital. It is the largest town in the Community of Madrid after the capital city.

This school, being a bilingual one from 2011, has 18 Primary classrooms, 6 Preschool and Kindergarten classrooms, two computers in every class, a special assistance room, a speech and hearing therapy room, a music classroom, a library, a gymnasium and a computer room.

Our schedule goes from 9 a.m. to 14 p.m. October to May and from 9.00 to 13.00 in June and September. This schedule complements with 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 Friday, which are carried out by monitors and people from the Parents' Association.

The teaching staff is large as large is the number of classrooms that form the center. We have tutors responsible for the various classrooms and specialists who provide more specific curricular areas and various support programs. Our faculty is large, given the large number of classrooms that form the centre. We have tutors responsible for the various classrooms and specialists who provide more specific curricular areas and various support programs. The total number of teachers is 46, and are distributed as follows: Management Team (3), 6 tutors of Kindergarten and Preschool education and 1 support teacher for this Stage; 18 tutors of Primary Education and specialist teachers of music (2), English (6), PE (3), religion (3), compensatory education (1) therapeutic pedagogy (2) hearing and speech (1); the counsellor of the Psycho pedagogic and Educative Guidance Team, two social workers and four English language assistants. Our school has also appropriate material educative resources which function effectively.

3.2. My class group.

Our pupils' description will include who our pupils are (age, sex, social background...) and what our pupils bring to the class (motivation, knowledge of the world, interests...). A better knowledge of our pupils' world will lead us to discover their needs.

My pupils are now studying the first year of Primary Education. My class group is made up of 24 pupils, 14 girls and 10 boys. Among them, there are two boys, one from Rumania and one from Croatia who do not get along in Spanish and need some support in the English language. There is another girl who comes from Colombia and has been schooled in the middle of the first term. Although the immigrant boys have problems with language, they are helped by their classmates. It does not exit any cultural, racial or sexist discrimination in the class. On the other hand, there is a girl with Cerebral Palsy. Although her intellectual capacity is preserved she needs some curricular adaptation as her development is under her potential these days.

My students are now six or seven years-old and entering into the psychological stage Piaget (1972) termed as Concrete Operations (7-12). The first level of Primary Education is a transitional stage between Preoperational stage (Infant Education, years 2-7) and the Concrete

Operational one (Primary Education, 7-12). Thus, some coordination between Infant and First Level of Primary Education Teaching Teams acquires a great importance.

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. Our students are leaving the egocentrism which characterized the previous stage.

The cognitive command is marked by the sub-period of concrete operations organization -the capacity to represent orderly complete sequences of events based on the subject's experience. The construction of reality leans on language development (Bruner, 1985). The motor development progresses in independence, balance and control. Affection and social development convey the relative stability of the cognitive achievements; the children show an open and wholehearted behaviour, especially in peer relationships.

3.3. Characteristic features of the Foreign Language Area.

The 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. The law supports definitely multilingualism”.

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.

Learning foreign languages is especially relevant at this level, because the ability to communicate or communicative competence is the first requirement to be met by the individual to get along in an increasingly multicultural and multilingual context.