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EDUCATIVO

Instituto  
Superior de  
Formación del  
Profesorado

**ORIENTACIONES  
PARA EL DESARROLLO  
DEL CURRÍCULO  
INTEGRADO  
HISPANO-BRITÁNICO  
EN EDUCACIÓN  
PRIMARIA**

**CONVENIO M.E.C./  
BRITISH COUNCIL**



MINISTERIO  
DE EDUCACIÓN  
Y CIENCIA

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**ORIENTACIONES PARA EL DESARROLLO  
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EN EDUCACIÓN PRIMARIA**

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El objetivo primordial de estas orientaciones pedagógicas es proporcionar unas pautas comunes para unificar los objetivos, contenidos y criterios de evaluación en los centros que participan en el proyecto.

Las orientaciones pedagógicas han sido elaboradas siguiendo las normas del Currículo Español actual para Educación Primaria. Cualquier cambio efectuado en este currículo oficial necesitará una revisión de las orientaciones para que se adapten a los nuevos desarrollos del mismo.

La introducción en español a las orientaciones pedagógicas no constituye una traducción completa del documento: su objetivo es dotar a los directores y profesores de los centros de un resumen de los objetivos principales, los contenidos y los niveles de consecución en la etapa de Educación Primaria.

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## **ASPECTOS DEL CURRÍCULO**





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## 1. INTRODUCCIÓN

### 1.1. Historia y objetivos del proyecto

El proyecto bilingüe del Convenio M.E.C./British Council, nacido en 1996 como una experiencia única dentro del sistema educativo estatal español, está ya bien establecido. Los primeros grupos de niños están cursando ya Educación Secundaria Obligatoria.

El acuerdo formal entre el M.E.C. y el British Council plantea como objetivo del proyecto proporcionar a niños desde los 3 hasta los 16 años una educación bilingüe y bicultural a través de un currículo integrado español/inglés, basado en el Currículo Español y en el National Curriculum para Inglaterra y Gales. Dicho currículo integrado goza de reconocimiento oficial (BOE, 2 de Mayo de 2000).

La implantación de un currículo como éste implica una actitud en el aula muy distinta a la de la clase de inglés como lengua extranjera (EFL) tradicional, centrada en el aprendizaje de inglés, en vez del estudio de distintas áreas a través del inglés. Este enfoque integrado coincide plenamente con el espíritu de las directivas del Consejo Europeo, que insiste en la necesidad de que los alumnos hayan adquirido competencia lingüística en tres idiomas europeos al finalizar la educación secundaria obligatoria, y que el aprendizaje de la primera lengua extranjera comience en los primeros años de la educación formal.

**Los objetivos específicos** del proyecto son los siguientes:

- Fomentar la adquisición y el aprendizaje de ambos idiomas a través de un currículo integrado basado en contenidos.
- Crear conciencia de la diversidad de las dos culturas.
- Facilitar el intercambio de profesores y alumnos.
- Fomentar la utilización de las nuevas tecnologías en el aprendizaje de otras lenguas.
- Si procede, fomentar la certificación de estudios bajo ambos sistemas educativos.

### 1.2. Fundamentación del documento.

En febrero de 2001, la Comisión de Seguimiento, máxima autoridad del proyecto, puso en marcha un **equipo mixto de expertos** ("*Joint Study Review Team*"), cuya función era evaluar los progresos del programa obteni-





dos hasta esa fecha. El equipo llegó a la conclusión de que para el proyecto eran necesarias:

- Una clara definición de los contenidos y materias que han de impartirse en inglés, así como especificación de en qué momento habrían de ser impartidos dichos contenidos.
- Una definición de los criterios de evaluación al final del nivel de Educación Infantil, así como al final de cada uno de los ciclos de Educación Primaria (segundo, cuarto y sexto curso) que, por tanto, determinen el paso de un nivel al siguiente.

Esto llevó al equipo de expertos a emitir las siguientes recomendaciones:

#### **Recomendación 4. Currículo y evaluación:**

*El equipo de expertos recomienda la designación de un grupo de trabajo mixto hispano-británico que elabore y defina una propuesta realista para el currículo básico, describiendo qué áreas y contenidos deben impartirse en cada lengua, en los niveles de Educación Infantil y Primaria. Ese mismo grupo de trabajo debería también establecer los criterios y directrices para la evaluación. Sería conveniente que el grupo estuviera formado por profesores británicos y españoles con experiencia en este proyecto, así como por expertos del Ministerio y del British Council.*

En consecuencia, la Comisión de Seguimiento aprobó el siguiente plan de acción:

#### **Actuación 6:**

*La Comisión de Seguimiento ratificará la designación de un grupo de trabajo encargado de estudiar los **contenidos** del currículo básico (BOE Mayo 2002) y decidir cuáles deben impartirse en lengua inglesa en los distintos niveles de Educación Infantil y Primaria, así como los **criterios de evaluación**. Se deberán incluir también directrices e instrucciones sobre **el papel de los tutores y de los profesores**, recomendaciones para un enfoque metodológico conjunto y sugerencias para un enfoque lógico en la distribución del tiempo. Este documento deberá incluir también una **lista completa de recursos** (libros, materiales, equipamiento) para cada nivel.*

### **1.3. Constitución del grupo de trabajo**

- El grupo de trabajo se constituyó en octubre de 2001 con el objetivo de producir un documento con directrices para el desarrollo del currículo de Infantil y criterios de evaluación para este nivel que

fuera ratificado por la Comisión de Seguimiento en junio de 2002. A esto seguiría la elaboración de un documento para el primer y el segundo ciclo de Primaria en septiembre de 2002 y para el tercer ciclo en junio de 2003.

- El grupo está formado por seis profesores del proyecto, tres españoles y tres británicos: los seis han trabajado en el proyecto durante más de tres años. Los otros dos miembros son los responsables de dirigir el proyecto y son miembros de la Comisión de Seguimiento.

#### ***1.4. Enfoque adoptado***

- Los miembros del grupo de trabajo consultaron con los departamentos de primaria de los colegios adscritos al proyecto: las áreas de conocimiento que se impartan en inglés; el enfoque de la enseñanza de la lectura y la escritura, las ciencias, la geografía, la historia y el arte; los niveles de competencia; las formas de calificar a los alumnos; los recursos; la organización de los horarios; la coordinación del proyecto y el papel a desempeñar por los profesores involucrados en el mismo.
- Además, entre noviembre de 2002 y marzo de 2003 el grupo visitó 18 colegios del proyecto para obtener una visión más profunda de las áreas de conocimiento mencionadas anteriormente, y para encontrar los mejores ejemplos de práctica docente. El documento final se ha elaborado cuidadosamente teniendo en cuenta la información recibida de los colegios y los mejores ejemplos de práctica docente observados en las visitas.
- Los miembros del grupo estudiaron a fondo el currículo inglés y el currículo español, para producir un currículo integrado español/inglés que combine tanto contenidos como enfoques metodológicos.

#### ***1.5. Elementos obligatorios de las directrices curriculares y asignación de las horas de inglés***

- Las tres áreas que han de ser impartidas en inglés, en las que se deben alcanzar ciertos niveles de competencia, y en las que se evaluará a los alumnos son:  
Lengua, lectura y escritura  
Ciencias, Geografía e Historia  
Educación Artística



- Con el fin de lograr los objetivos docentes marcados para el final de cada ciclo, y para que los alumnos puedan continuar adecuadamente en Educación Secundaria, un mínimo del 40% del horario escolar (10 de las 25 sesiones) debe impartirse en inglés. Se sugieren combinaciones como las siguientes hasta llegar a las 10 sesiones:

Lenguaje, lectura y escritura: 4 ó 5 sesiones

Ciencias, Geografía e Historia: 2, 3 ó 4 sesiones

Educación Artística: 1 ó 2 sesiones

- En este documento no se analiza la enseñanza de Educación Física a través del inglés, ya que, tras las visitas a los colegios, ha quedado claro que el desarrollo de la lengua inglesa en esta área es extremadamente limitado después de los tres años iniciales del ciclo infantil.

**En caso de incluirse clases de Educación Física, ésto sólo debería hacerse si se añaden a las 10 sesiones ya mencionadas.**

- Las matemáticas no aparecen como materia troncal en el documento de primaria aunque se considera que es una parte integral de las directrices para educación infantil. Esto se debe a que el enfoque en la enseñanza de las matemáticas difiere radicalmente en los dos idiomas. Sin embargo, conceptos tales como el tiempo, medida y tamaño, forma, volumen y el lenguaje de las matemáticas que se introduce en Infantil deben seguir desarrollándose cuando surjan en otras materias o temas durante la Educación Primaria.

- El teatro es obviamente un área clave en el desarrollo del niño, permitiendo el desarrollo tanto de la comunicación como de la creatividad. Como tal, es una materia importante del currículo. Está incluida en la sección sobre lengua, lectura y escritura, pero, como ocurre en el currículo español, las sesiones de Educación Artística también pueden utilizarse para desarrollar actividades teatrales.

### ***1.6. El papel de los profesores en el proyecto***

- El proyecto tiene más éxito en aquellos colegios donde ya es considerado como un proyecto integrado, en todos los sentidos del término. Esto significa que la coordinación entre todos los miembros del profesorado es esencial, tanto dentro de cada ciclo, como entre los distintos ciclos, y, claramente, en la etapa de transición de Infantil a Primaria. Es un hecho apreciable que los niveles de competencia son mucho más altos en aquellos colegios en los que los profesores han



dispuesto de un tiempo específico para trabajar juntos en labores de planificación y coordinación.

- El profesor español y el profesor del proyecto deben planificar las clases conjuntamente para asegurarse de que se cubren los contenidos del currículo integrado de la manera más eficiente posible dentro del tiempo del que se dispone (ver sección 5).
- Tener a dos profesores en el aula es una ventaja cuando los dos se apoyan mutuamente mientras imparten clase. Sin embargo, en Primaria no es indispensable, y puede que el horario se organice mejor si se aprovecha la presencia del otro profesor para organizar algunas sesiones, tanto en español como en inglés, con grupos más pequeños. Los profesores del proyecto, como profesores cualificados que son, pueden trabajar solos en el aula.
- No es esencial que todas las clases tengan un profesor "nativo" al año. Cada vez hay más profesores "del proyecto" que no son británicos "nativos", sino bilingües o con un nivel de inglés muy alto. Además, cada año hay más profesores españoles que tienen un nivel excelente de inglés. Todos ellos son igualmente responsables de impartir la parte inglesa del currículo. Ningún profesor debería trabajar con más de cuatro grupos a dos niveles.
- Tanto los profesores españoles de inglés como los profesores "del proyecto" pueden impartir todas las áreas del currículo. No es ni necesario ni recomendable que sólo los profesores "del proyecto" enseñen a leer y a escribir. Muchos profesores de inglés españoles han asistido a cursos sobre lectura y escritura o han realizado visitas de estudios a Gran Bretaña. Siguiendo las directrices del currículo, también pueden responsabilizarse del área de lengua; lectura y escritura del proyecto.

### ***1.7. Objetivos de las franjas de competencia***

- Al final de cada ciclo todos los profesores deben considerar el nivel de competencia individual de cada niño, teniendo en cuenta los niveles de competencia descritos para lengua, Ciencias, Geografía e Historia y Educación Artística. Salvo circunstancias excepcionales, la distribución de los alumnos debería estar en torno a:
  - 10% en la primera franja
  - 70% en la segunda franja
  - 20% en la tercera franja (nivel superior)

para cada una de las áreas arriba descritas. Si no se logran estos objetivos, la dirección del colegio debería examinar:

- a) el número de horas dedicadas a las sesiones en inglés;
- b) el enfoque metodológico y la utilización de los recursos;
- c) la coordinación y continuidad del proyecto;
- d) la necesidad de estimular más a los alumnos y de elevar el nivel de las expectativas



## 2. LENGUAJE, LECTURA Y ESCRITURA



### 2.1. *Introducción a la enseñanza de la lectura y la escritura en Educación Primaria*

#### ¿En qué consiste enseñar a leer y a escribir?

Enseñar a leer y escribir supone mucho más que enseñar la mecánica de leer. El concepto inglés de "*literacy*" supone dominar las cuatro destrezas de la lengua: comprensión y expresión oral, escritura y lectura. El equilibrio entre estas cuatro actividades proporciona al niño una mayor oportunidad de supervivencia en inglés y fortalece su autoestima, su identidad y su desarrollo emocional. Saber leer permite el acceso a textos tanto de ficción como de información que formarán y desarrollarán intelectualmente al niño. Además, el bilingüismo permite la entrada del niño en diferentes mundos sociales y culturales. Asimismo, a medida que los niños adquieren confianza en sí mismos y leen mejor, su conocimiento y su dominio de la lengua se hace más personal e individualizado.

#### ¿Cómo debería desarrollarse la lectura y la escritura en el contexto de todo el colegio?

Ser capaz de leer y de comunicarse con fluidez en inglés y disfrutando, implica que una serie de destrezas han de desarrollarse a lo largo de la etapa de primaria. Hay que establecer una política de lectura y escritura que incluya a todo el colegio, y que tiene que ser fruto de una planificación y coordinación cuidadosas entre cursos y entre ciclos.

#### ¿Cuándo se debería enseñar a leer y a escribir?

Es esencial dedicar un tiempo diario a la lectura y la escritura, pero no hay que limitarlo a *La Hora de la Lectura*. También hay que desarrollar la lengua en Geografía, Historia, Ciencias y Educación Artística.

#### ¿Cómo debe organizarse la lectura y la escritura en el contexto del aula?

El papel del profesor en primaria es enseñar las destrezas necesarias para permitir que los niños se conviertan en lectores y comunicadores confiados e independientes.

La enseñanza de las destrezas lingüísticas debe planificarse para asegurarse de que las cuatro destrezas se trabajan de una forma equilibrada e integrada en el aula.

### ¿Cómo se anima a escuchar activamente?

Escuchar con confianza depende del conocimiento y la experiencia de los niños, así como de su motivación y su integración. Escuchan mejor cuando la información les resulta significativa e interesante y cuando tiene un objetivo claro. Es necesario:

- leer buenos cuentos, con ritmo, rimas y repeticiones;
- elegir textos, tanto de ficción como de no ficción, que respondan a los intereses de los alumnos;
- ofrecer buenos apoyos visuales para facilitar la comprensión;
- utilizar gestos y expresiones faciales para facilitar la comprensión;
- animar a los alumnos a que respondan de una manera específica a lo que escuchan; una respuesta física total aún es importante en el primer ciclo. En el segundo y en el tercer ciclo se puede pedir a los niños que presten atención, y después pedirles que recuerden una información determinada, a menudo para tomar una decisión o hacer una elección sobre lo que han oído.

### ¿Cómo se estimula a los niños para que hablen?

• **Narrar:** Se trata de narraciones sencillas de sus propias experiencias. Al principio, las fotografías o los dibujos secuenciales de los niños pueden utilizarse como apoyo para extraer frases que describan una actividad compartida. El trabajo escrito en segundo o tercer ciclo puede ir precedido de un repaso oral sobre la experiencia compartida, como por ejemplo un viaje escolar.

• **Informar:** Es más fácil si los alumnos pueden pintar o dibujar sus noticias primero. En primero el profesor puede proporcionar un marco de noticias con pequeños diagramas que ilustren las preguntas ¿cuándo? ¿quién? ¿dónde? y ¿qué? Los niños pueden entonces dibujar las "respuestas" y utilizar estos dibujos para construir una frase con ayuda del profesor. No hay tiempo para hacer esto con cada uno de los alumnos, así que dar noticias por turnos es buena idea. Una caja de cartón puede convertirse en un soporte estimulante para dar noticias o partes meteorológicos. En el segundo ciclo, pueden informar sobre un acontecimiento con menos estímulos, y en el tercer ciclo esta actividad puede dar lugar a presentaciones orales o a representar las informaciones como si fueran presentadores de televisión. Estas actividades pueden grabarse en vídeo para que los alumnos puedan evaluar su propia actuación y la de los demás.

• **Contar cuentos o historias:** Al principio los niños relatan historias con un lenguaje muy repetitivo, muy estructurado y con ayuda del profesor. A lo largo del primer ciclo empiezan gradualmente a necesitar menos apoyo



y a improvisar más. Son útiles los apoyos narrativos, como imágenes para la pizarra magnética, marionetas, máscaras o sombreros. Es importante repasar el listado de alumnos para asegurarse de que todos tienen una oportunidad de actuar. En los ciclos segundo y tercero los niños irán trabajando hasta llegar a ser capaces de escribir un resumen breve de una historia. Es importante practicar antes de forma oral.

- **Recitar poemas y canciones:** Los niños deben ir aumentando el repertorio de poemas y canciones que hayan aprendido de memoria, utilizando música y gestos que les ayuden a recordar la letra y a llenar los textos de sentido. La práctica regular aumenta la autoestima de los alumnos, fortaleciendo su confianza en el uso del inglés. También mejora su conocimiento de las rimas, los ritmos y los sonidos del idioma. A los niños de primaria más mayores se les puede motivar utilizando canciones pop y temas musicales de películas recientes.

- **Representación de roles y teatro:** Al trabajar un cuento, conviene hacer representaciones breves para explorar situaciones, personajes y emociones a través de la improvisación. La utilización de marionetas y máscaras puede animar a los hablantes más reticentes a participar. A menudo, después de dramatizar un cuento los niños encontrarán las actividades de lectura o escritura relacionadas en el cuento más estimulantes y asequibles, porque han representado las situaciones y tienen una mayor comprensión del texto. También hay que darles la oportunidad de improvisar un juego de rol y de jugar con las marionetas en un entorno no estructurado. Los teléfonos de juguete son buenos apoyos para escenificar diálogos. Los alumnos deberían ser más capaces de improvisar en inglés en el segundo ciclo. La improvisación a partir de personajes puede en el tercer ciclo servir de base para escribir sus propias obras de teatro. A los niños les gusta actuar en público y en los ensayos aprenden fragmentos de lenguaje útil en su contexto.

- **Hablar de sí mismos y de su vida diaria:** Aprender a describir el aspecto físico, la familia o las mascotas es mucho más fácil si los niños pueden traer fotografías, que pueden convertirse en libros. Los más mayores pueden además trasladar esta exposición oral sobre sí mismos al trabajo escrito. Si puede establecerse un vínculo con niños de habla inglesa en otro colegio, los alumnos pueden escribirse o intercambiar información.

- **Inglés funcional:** Los niños deben aprender frases útiles sobre su rutina diaria. Es más fácil insistir en el uso habitual de ciertas frases en inglés, si éstas están colocadas de manera bien visible en el aula, con ilustraciones si es necesario. A través de la práctica constante, los alumnos pueden asimilar patrones lingüísticos útiles para así poder formular sus propias construcciones gramaticales con sentido, por ejemplo, "Can I...?"

• **Preguntar y conseguir respuestas:** Los niños deben ser capaces de responder a preguntas más formales para poder relacionarse con otros adultos, por ejemplo, con gente que visita el colegio. Comprender y utilizar las fórmulas interrogativas puede practicarse de manera divertida con un juego o una rima, como por ejemplo:

|                             |                      |
|-----------------------------|----------------------|
| <i>What's your name?</i>    | <i>Mary Jane</i>     |
| <i>Where do you live?</i>   | <i>Down the lane</i> |
| <i>What's your number?</i>  | <i>Cucumber</i>      |
| <i>What's your address?</i> | <i>Watercress</i>    |

Esto se puede practicar con marionetas, para después cambiar las contestaciones y dar respuestas verídicas acerca de sí mismos.

• **Presentaciones orales:** Desde el segundo ciclo los niños pueden preparar presentaciones orales relacionadas con los temas que están estudiando. Pueden practicar en casa y luego hacer su exposición oral frente al resto de la clase. Vale la pena que todo el grupo evalúe la presentación, ya que obliga a la clase a discutir y valorar la forma en que nos expresamos.

### ¿Cómo se enseña a leer y a escribir?

En la hora diaria dedicada a leer y escribir nos podemos centrar en un texto de ficción o de información. En las páginas de recursos al final de esta sección se puede encontrar un ejemplo detallado para explotar una historia de ficción para la enseñanza de la lectura y la escritura, y varios ejemplos para utilizar y construir textos informativos.

### ¿Cómo se enseñan los contenidos de lenguaje?

• **Fonética:** La enseñanza de la fonética y la ortografía tiene que ser sistemática y, siempre que sea posible, derivada del trabajo sobre un texto, no estudiada de forma aislada. El colegio debe decidir los objetivos de cada año y de cada trimestre y revisarlos con regularidad. El orden en el que se enseñan los fonemas y su ortografía depende de los conocimientos previos de los niños, del lenguaje que se enseñe en otras partes del currículo y de los textos y lecturas adaptadas de que cada colegio disponga. Pueden encontrarse listas útiles de las palabras más comunes en las guías de los programas de lectura y en la página web del currículo nacional británico: [www.nc.uk.net](http://www.nc.uk.net) Está escrito para niños que viven en Reino Unido pero puede adaptarse a nuestras necesidades.

• **Ortografía:** Aprender la ortografía de unas palabras determinadas para algún tipo de control es algo que puede introducirse a partir del segun-



do cursos. Se pueden seleccionar palabras de ortografía similar, palabras con una irregularidad común, o vocabulario relativo a un determinado tema. Se puede animar a los alumnos a aprender a estudiar y memorizar palabras. En cursos más avanzados de primaria puede asociarse el trabajo de ortografía al trabajo con diccionarios o con el glosario de los libros informativos.

- **Estructuras sintácticas y gramática:** Los alumnos deben utilizar las estructuras gramaticales más habituales en su trabajo escrito en grupo, y pueden empezar ordenando las palabras de frases comunes. Nuestro objetivo es la fluidez y al principio es importante no centrarse en los aspectos formales de la gramática. En el segundo ciclo los niños reciben clase de gramática formal en español y es buena idea coordinarse con los profesores españoles, para activar los conocimientos previos de los alumnos. La conciencia gramatical se puede adquirir de una manera experimental e investigadora; por ejemplo, los alumnos de segundo ciclo pueden investigar los verbos en pasado extrayéndolos de distintos cuentos y luego clasificándolos en regulares o irregulares. Después los regulares pueden clasificarse en tres grupos en función de la pronunciación de la terminación "ed". Pueden experimentar también sacando el verbo de una frase para ver si ésta sigue teniendo sentido, o sustituyendo un verbo por otro para ver cómo afecta al significado. En el tercer ciclo los alumnos han de ser conscientes de todas las estructuras gramaticales que han aprendido en Primaria, para así tener confianza a la hora de aproximarse a nuevas estructuras gramaticales formales y demostrar fácilmente lo que saben al comenzar la educación secundaria.

- **Puntuación:** Hay que enseñar a los alumnos a reconocer la importancia y el propósito de las mayúsculas, los puntos, las comas, los signos de interrogación, los de exclamación y las comillas. Asimismo, hay que demostrar a la hora de leer cómo la puntuación afecta a la lectura de un pasaje. Se les puede enseñar dónde puntuar en los ejercicios de escritura dirigida y animarles a hacerlo de manera imaginativa en sus escritos. Reflexionar sobre cómo un autor ha utilizado la puntuación puede proporcionar a los niños un contexto estimulante para enfrentarse a la puntuación en su propia escritura.

- **Vocabulario:** Se puede animar a utilizar una gama más amplia de vocabulario creando y citando los bancos de palabras personales o de clase y trasladando conocimientos de otras partes del currículo. También necesitan utilizar diccionarios monolingües sencillos y otros libros de referencia a la hora de escribir.

### ¿Cómo motivar a los niños para que disfruten de la lectura?

En primaria lo más adecuado es el trabajo con libros "auténticos" (tanto cuentos como libros de referencia y consulta). Es importante crear una



buena biblioteca de clase con recursos que sean no sólo coloridos y atractivos, sino también de un nivel cognitivo y de interés adecuado a la edad de los niños. Todas las actividades de lectura deberían ser muy estimulantes y divertidas. Además de las actividades dirigidas por el profesor, los niños deben tener la oportunidad de leer por placer en actividades no estructuradas. No todos los libros del 'rincón de lectura' tienen que tener actividades para su explotación. Algunos libros deben leerse por diversión, y habría que tener disponibles otros de menor nivel para la lectura fácil. Esto aumenta la autoestima de los alumnos y el gusto por la lectura.

Todos los niños han de tener acceso a una zona de lectura agradable y cómoda en algún lugar del colegio. Tienen que poder elegir entre una gama de cuentos, poemas, obras de teatro y textos de información, y seleccionar libros para leer en casa regularmente. Poder elegir es muy importante. Acceder a libros cuyo texto esté grabado en cinta de casete puede ser divertido para los niños, y les ayuda a leer en alto con más confianza y fluidez. Además de leer solos o con amigos, a los niños de todas las edades les encanta que un adulto les lea cuentos, de manera que establecer un tiempo para la lectura en clase puede ser un paso positivo para aumentar su interés. A veces se puede leer un libro simplemente, pero en otras ocasiones es bueno explotar el libro durante un periodo de tiempo para optimizar el aprendizaje.

- **Juegos de lectura:** Pueden centrarse en palabras aisladas, de frases, o en todo el texto. A los niños les resultan divertidos y les dan la oportunidad de leer para descubrir el significado o para deducirlo del contexto del texto. A medida que desarrollan una mayor comprensión del mundo a través de las asignaturas de ciencias, geografía e historia, se les puede enseñar lo útil y divertido que puede ser buscar información en libros informativos. El profesor puede planificar actividades para animarles a utilizar estos textos eficazmente, y al avanzar en la Educación Primaria deberían darse cuenta de lo estimulantes y útiles que pueden resultar los libros informativos, ya que los han estado utilizando en contextos significativos.

- **Teatro:** Forma parte integral del desarrollo lingüístico, y es una herramienta excelente para contribuir al desarrollo de los niños en las cuatro destrezas del lenguaje. Generalmente los niños participan con entusiasmo en improvisaciones de historias, situaciones habituales y en la representación de un proceso científico, como por ejemplo el sistema circulatorio. Al hacerlo, su comprensión del texto aumenta y su comunicación oral y escrita se vuelve más eficaz.

- **La información sobre autores, poetas e ilustradores** puede despertar el interés de los niños por leer sus obras y les anima a utilizar ideas extraídas de sus obras en su propia escritura. La visita de un escritor conocido puede

resultar enormemente estimulante, aunque es muy difícil de conseguir. Sin embargo, utilizar documentales de vídeo y proporcionar acceso a sitios relevantes de Internet constituyen pasos constructivos para fomentar la lectura por placer.

- Al comenzar el primer ciclo, se puede animar a los niños para que elaboren **su propia lista de libros** leídos. Durante el segundo ciclo pueden escribir un breve resumen de los que hayan leído y empezar a expresar su opinión sobre ellos. Cuando lleguen al tercer ciclo, habrán tenido suficiente acceso a textos de calidad como para haber desarrollado su propio gusto literario.

### ¿Cómo animar a la escritura personal y creativa?

En todas las etapas los alumnos deberían participar en actividades de escritura estructurada y guiada por el profesor y tener la oportunidad de escribir por placer en actividades no estructuradas. Siempre que sea posible debería haber un espacio en el aula destinado exclusivamente a la escritura. Podría situarse cerca de la zona de lectura y estar provista de libros de palabras, diccionarios y cuadros de palabras afines, además de materiales de escritura y papel. Los niños deberían ser capaces de expresarse libremente de forma escrita. A medida que vayan sintiéndose más confiados se les puede animar a inspirarse en textos que conozcan y a utilizar como estímulo principios de historias, lo que contribuirá a desarrollar su escritura. Cuando lleguen al tercer ciclo, los proyectos de investigación personal supondrán una oportunidad ideal para que los alumnos escriban por placer y con un objetivo, y les permitan utilizar las múltiples destrezas de escritura aprendidas a lo largo de primaria.

Las actividades de escritura guiada son esenciales en todas las etapas. A través de la discusión de clase o de grupo sobre la mecánica de la escritura basada en palabras, frases y textos, antes y después del trabajo individual, los niños pueden aprender nuevas destrezas, a la vez que aprenden a evaluar su propio trabajo y a estudiar formas de mejorarlo.

Siempre hay que dar a los alumnos la oportunidad de expresar sus ideas para hacer de la escritura una actividad personal e imaginativa. Contar un hecho a la clase, a un grupo o a un amigo puede ayudar a los alumnos a construir su texto, ya sea una oración en el primer año, o un párrafo corto o un texto más largo en el tercer ciclo. Basándose en la discusión los alumnos de segundo y tercer ciclo serán capaces de tomar apuntes y organizar un plan de escritura previo, permitiéndoles así contar con una estructura clara antes de escribir. Esto se puede hacer en grupos pequeños, en parejas o individualmente.



La escritura imaginativa puede basarse a menudo en un texto de calidad. Si los niños han disfrutado leyendo un cuento, una obra teatral o un poema, pueden basar su propio texto en un esquema similar, o bien volver a contar la historia en un contexto diferente o darle al texto otro final. Dramatizar situaciones, crear bancos de palabras y colocar reglas de escritura bien visibles en la zona del aula dispuesta para ello son todas formas eficaces y estimulantes de preparar a nuestros alumnos para convertirse en escritores seguros y eficaces.

### **Ideas para la escritura guiada:**

- elegir un texto que hayan escrito los niños e involucrarlos en su corrección;
- tomar apuntes de una charla y luego utilizarlos como base de la escritura;
- utilizar diagramas con rótulos o tablas de información;
- utilizar a un autor como modelo a seguir;
- redactar procedimientos, extrayendo de los niños vocabulario clave y verbos esenciales antes de empezar;
- proporcionar actividades de escritura descriptiva, creando previamente un banco de palabras;
- secuenciar oraciones en un texto;
- ordenar palabras en una secuencia;
- proporcionar oportunidades de escritura compartida, en las que se divide a la clase en grupos para escribir distintas secciones de un cuento o de una obra dramática;
- escribir un resumen de un cuento o de un texto informativo que se haya trabajado previamente en clase;
- responder a preguntas sobre un texto corto;
- formular preguntas, por ejemplo, suscitar temas de investigación al principio de una nueva unidad.

### **¿Cómo se enseña a escribir con distintos objetivos?**

Al llegar al tercer ciclo se espera que los alumnos sean capaces de escribir con distintos propósitos. Practicarán escribiendo cartas formales e informales, noticias, experimentos científicos, recetas, listas, cuentos, tiras cómicas, diálogos, instrucciones y explicaciones. Es importante, por tanto, introducirles gradualmente en los distintos modos de escritura funcional a lo largo de toda la etapa. Para comunicarse dentro del colegio pueden escribir cartas, notas y mensajes, y confeccionar carteles. El trabajo en geografía, historia y ciencias les proporcionará una base y un vocabulario adecuado para un trabajo más objetivo. En las sesiones de lectura y escritura deben familiarizarse con estos distintos formatos y registros y empezar a pensar en su objetivo y en el público al que se dirigen.



### **¿Cómo enfocar la escritura informativa?**

Hay que enseñar a los niños libros de información desde el principio. Debería haber una buena selección en la zona de lectura, junto con algunos libros confeccionados por los propios alumnos. Podemos utilizarlos para familiarizar a los niños con las características de estos textos, para que aprendan a buscar información, y también como modelos para los libros que ellos confeccionen. Los libros informativos son un elemento importante del trabajo sobre lectura y escritura y pueden utilizarse también para enseñar a nivel de texto, de oración y de palabra.

En la etapa de primaria los niños deben aprender a buscar información y a escribir con un propósito práctico. En el primer ciclo pueden empezar a buscar datos en libros informativos o de referencia y a utilizar el índice. Durante el segundo ciclo ya deberían, con ayuda del profesor, ser capaces de seleccionar textos apropiados donde encontrar y utilizar información específica, y a utilizar estos mismos textos como modelos de su propia escritura. Pueden empezar a crear contenidos e índices al escribir sus propios libros de información. También hay que introducirles en el uso del diccionario y enseñarles a utilizar el orden alfabético para encontrar palabras, de forma que en el siguiente ciclo de Primaria puedan encontrar los significados de las palabras de manera independiente.

Para más ideas sobre el uso de textos información, ver la sección: Contenidos Inter-curriculares

### **¿Cómo enseñar caligrafía?**

En las clases de inglés los niños pueden aprender caligrafía inglesa o usar la caligrafía española desde el principio. Se adaptan fácilmente a uno u otro estilo. Los profesores a veces se preocupan en exceso de estos detalles, y es buena idea elaborar unas directrices para todo el colegio y así resolver cualquier conflicto innecesario. El debate sobre mayúsculas/minúsculas quizá sea más significativo, ya que parece que los niños progresan más deprisa en lectura si conocen las minúsculas desde educación infantil, y no solamente las mayúsculas. Sea cual sea la política del colegio sobre caligrafía, los profesores siempre habrán de comprobar que los niños cogen bien el lápiz y mantienen una postura correcta en las sesiones de escritura.

### **¿Cómo involucrar a los padres en la enseñanza de la lectura?**

- Las reuniones trimestrales con padres constituyen una buena oportunidad para explicar nuestros métodos de lectura y darles ideas acerca de cómo colaborar.

- También se pueden repartir entre los padres unos folletos explicativos sobre la diferencia entre leer en inglés y leer en español; contándoles cómo sus hijos aprenden a leer en inglés, y cómo pueden ayudarles.
- Si se usan lecturas adaptadas por niveles, se pueden grabar cintas de audio para llevar a casa con los libros. También pueden llevarse a casa cajas de palabras y ortografía, para involucrar a los padres en el proceso de aprendizaje.

### **¿De qué nos podemos ayudar para enseñar a leer y a escribir?**

Una "caja de herramientas" de lectura y escritura debería contener:

- punteros para señalar libros grandes;
- hojas de acetato para escribir sobre un libro, por ejemplo, inventándose los pensamientos de los personajes y escribiéndolos en bocadillos;
- notas adhesivas para tapar palabras, frases o dibujos;
- tarjetones en blanco donde escribir palabras clave;
- una buena selección de libros de ficción y de información en formato grande con al menos 6 libros pequeños para la lectura guiada. Esta selección debería incluir poemas, rimas y lecturas adaptadas por niveles, como por ejemplo, Oxford Reading Tree y Oxford Literacy Web, Cambridge Readers, etc.
- una amplia selección de libros de ficción e informativos de distintos niveles;
- carteles con el alfabeto y los fonemas;
- palabras para pegar en la pared, bolsas de palabras, hojas con palabras clave, cajas de palabras (palabras escogidas en cartulina para trabajar en clase o en casa);
- abanicos fónicos y pizarras blancas (ver página de recursos y *Progression in Phonics*);
- juegos basados en libros;
- objetos de apoyo, como por ejemplo: muñecos de personajes favoritos, marionetas, disfraces, máscaras;
- vídeos comerciales y cintas de audio/grabaciones de niños leyendo o cantando;
- una selección de libros elaborados individualmente o por el conjunto de la clase.



## 2.2.- Franjas de competencia

Las franjas de competencia definen el nivel de los alumnos al FINAL DE CADA CICLO y se organizan de la siguiente manera:

- Comprensión y expresión oral (escuchar y hablar)
- Comprensión y expresión escrita (leer y escribir)

Hay tres franjas para cada ciclo (siendo la franja 1 la del nivel más bajo). El nivel de un alumno al terminar el segundo año del ciclo debería corresponderse con una de las tres franjas descritas. La estimación de porcentaje de cada una de ellas es de:

- **Franja 1, 10% de los alumnos**
- **Franja 2, 70% de los alumnos**
- **Franja 3, 20% de los alumnos**

### *Comprensión y expresión oral: Primer Ciclo*

#### **Franja 1**

Los alumnos utilizan inglés para comunicar sus preocupaciones inmediatas. Escuchan al profesor y responden adecuadamente en la mayoría de las ocasiones. Se comunican con otros para expresar ideas sencillas, utilizando unas pocas palabras y frases habituales y sencillas. Ayudan a contar historias con estructuras predecibles y lenguaje estructurado.

#### **Franja 2**

Los alumnos son capaces de escuchar atentamente y responder adecuadamente a lo que se ha dicho, especialmente cuando se trata de temas que les son familiares. Empiezan a compartir sus ideas y sus experiencias, utilizando estructuras habituales sencillas con más confianza. Hablan en voz alta y clara. Son capaces de dar detalles cuando se les pregunta, para ampliar sus ideas, eligiendo vocabulario y frases apropiadas. Pueden volver a contar una historia con apoyo del profesor. Empiezan a usar el lenguaje y las acciones para describir situaciones, personajes y emociones.

#### **Franja 3**

Los alumnos empiezan a escuchar y a hablar con más confianza, especialmente cuando los temas les resultan familiares. A través de respuestas adecuadas y de preguntas, demuestran que escuchan con atención. Comunican sus experiencias, ideas y opiniones a los demás, utilizando su



creciente conocimiento del inglés, además de frases habituales. Hablan en voz alta y con dicción clara. Pueden repetir una historia con menos apoyo y en las improvisaciones empiezan a utilizar el lenguaje y las acciones para describir situaciones, personajes y emociones.

### ***Comprensión y expresión escrita: Primer Ciclo***

#### **Franja 1**

Los alumnos reconocen palabras habituales en textos sencillos. Utilizan su conocimiento de los fonemas, además de pistas contextuales para leer textos, y para establecer el sentido cuando leen en voz alta. Sus textos transmiten ideas con palabras habituales y frases sencillas. En estas actividades los alumnos a menudo necesitan el apoyo del profesor. Al leer y escribir los alumnos empiezan a ser conscientes de cómo se utilizan las mayúsculas y los puntos. Empiezan a expresar su opinión sobre acontecimientos importantes o ideas en cuentos, poemas y textos informativos.

#### **Franja 2**

Los alumnos reconocen una gama más amplia de palabras en textos sencillos. Usan claves de tipo fonético, gráfico, sintáctico y contextuales para enfrentarse a palabras desconocidas y para establecer el sentido cuando leen en voz alta. Expresan opiniones respecto a acontecimientos o ideas importantes que aparecen en cuentos, poemas o textos de información.

Los textos de estos alumnos tienen significado y contienen vocabulario interesante y apropiado, organizado en una serie de frases utilizando de forma bastante correcta las mayúsculas y los puntos, así como estructuras gramaticales sencillas y habituales. Las palabras monosilábicas conocidas se escriben normalmente sin faltas de ortografía. Los alumnos utilizan bancos de palabras, gráficos de fonemas, diccionarios ilustrados y otros recursos para intentar escribir palabras menos comunes. Al leer y escribir los alumnos demuestran conocimiento de los elementos que caracterizan las distintas clases de textos.

#### **Franja 3**

Los alumnos leen una serie amplia de textos con creciente exactitud y comprensión. Tanto en la lectura individual como en las lecturas en grupo escogen y utilizan claves de tipo fonético, gráfico, sintáctico y contextual para enfrentarse a palabras que no conocen y para establecer su significado. En la lectura en grupo transmiten su comprensión de las ideas principales y

expresan sus preferencias al responder a textos de ficción e información. En la escritura en grupo organizan su trabajo en una secuencia de frases y utilizan una gama más amplia de estructuras y de vocabulario interesante. Los alumnos siguen utilizando bancos de palabras, gráficos fonéticos, diccionarios sencillos y otros recursos para comprobar la ortografía de palabras menos comunes, que en general escriben correctamente. En las oraciones utilizan mayúsculas y puntos, y los signos de interrogación se usan correctamente. Al leer y escribir los alumnos empiezan a ser conscientes de la correcta utilización de las comas y las comillas. Sus textos informativos transmiten comprensión y uso apropiado de la página de contenidos, el índice, los diagramas con rótulos y las tablas.

### ***Comprensión y expresión oral: Segundo Ciclo***

#### **Franja 1**

Los alumnos generalmente escuchan con atención y responden adecuadamente a lo que se ha dicho, especialmente cuando los temas les resultan familiares. Responden correctamente a las preguntas y empiezan a utilizar estructuras sencillas con más confianza. Normalmente hablan en voz alta y clara, eligiendo vocabulario y frases apropiadas. Pueden utilizar lenguaje sencillo para describir situaciones, personajes y emociones.

#### **Franja 2**

Los alumnos empiezan a mostrar confianza cuando hablan y escuchan especialmente cuando utilizan lenguaje conocido de ésta u otras materias. Empiezan a formular preguntas correctamente y demuestran en sus respuestas y preguntas que han comprendido lo que han oído. Son capaces de comunicar sus experiencias, ideas y opiniones a los demás. Hablan en voz alta y con dicción clara. Hacen exposiciones orales con menos apoyo y en las improvisaciones utilizan el lenguaje para describir situaciones, personajes y emociones.

#### **Franja 3**

Los alumnos escuchan y hablan en una serie diversa de contextos con creciente confianza. Con sus respuestas y preguntas apropiadas, transmiten que están escuchando atentamente. Comunican sus experiencias, ideas y opiniones a los demás, utilizando su dominio cada vez mayor del inglés, además de frases habituales. Empiezan a adaptar lo que dicen a las necesidades del oyente. Hablan en voz alta y con dicción clara. Los alumnos empiezan a demostrar conocimiento de las estructuras gramaticales de



la lengua inglesa. Hacen exposiciones orales con menos apoyo, y en las improvisaciones utilizan lenguaje y acciones para describir situaciones, personajes y emociones.

### ***Comprensión y expresión escrita: Segundo Ciclo***

#### **Franja 1**

En la lectura de textos sencillos los alumnos muestran generalmente una comprensión exacta. Expresan su opinión acerca de acontecimientos importantes o ideas en relatos, poemas y textos de información. Reconocen una amplia gama de palabras conocidas y utilizan más de una estrategia fónica, gráfica, sintáctica o contextual, a la hora de leer palabras que no conocen para darles sentido. Al escribir organizan su trabajo en una secuencia de frases y utilizan una gama amplia de vocabulario y de estructuras gramaticales. Los alumnos siguen usando bancos de palabras, gráficos de fonemas, diccionarios y otros recursos para comprobar la ortografía de las palabras menos comunes, pero en general escriben correctamente las palabras conocidas. En las frases usan mayúsculas y puntos, y los signos de interrogación, de exclamación, las comas y las comillas son utilizadas correctamente con frecuencia.

#### **Franja 2**

Los alumnos leen diversos textos cada vez con mayor fluidez y exactitud. Leen independientemente, utilizando estrategias apropiadas para interpretar su significado. Al responder a textos de ficción y de información demuestran comprensión de las ideas principales y expresan sus preferencias. Utilizan su conocimiento del orden alfabético para localizar libros y encontrar información. La escritura de los alumnos tiene significado, tanto en la forma narrativa como no narrativa, utilizando vocabulario apropiado e interesante, y mostrando cierta conciencia del lector al que va dirigida. Los alumnos utilizan con precisión mayúsculas, puntos, signos de interrogación, signos de exclamación, comas y comillas. La estructura gramatical básica de oraciones simples, así como la ortografía de las palabras comunes es normalmente correcta.

#### **Franja 3**

Los alumnos leen una gama de textos variados con fluidez y exactitud. Al responder a diversos textos, los alumnos demuestran comprensión de ideas, temas, acontecimientos y personajes significativos. Se refieren al texto cuando explican sus puntos de vista. Localizan y utilizan ideas e información.



Sus escritos a menudo están bien organizados, son imaginativos y claros. Los rasgos principales de las distintas formas de escritura se utilizan adecuadamente, y empiezan a adaptarse a distintos lectores. La estructura gramatical básica de las oraciones generalmente es correcta. La ortografía es cada vez más correcta.

### ***Comprensión y expresión oral: Tercer Ciclo***

#### **Franja 1**

Los alumnos hablan y escuchan con confianza, especialmente cuando utilizan lenguaje conocido. En las discusiones muestran su comprensión de los puntos principales. Son capaces de compartir sus ideas y experiencias, utilizando estructuras familiares sencillas con mayor confianza. Hablan en voz alta y clara y son capaces de formular preguntas y contestar correctamente. Demuestran conocimiento de la gramática de un inglés estándar y empiezan a utilizar distintos tiempos verbales con corrección.

#### **Franja 2**

Los alumnos hablan y escuchan con confianza en una gama cada vez mayor de contextos, incluyendo algunos de naturaleza formal. Cada vez son más capaces de adaptar su habla a su objetivo y de transmitir hechos e ideas con claridad. En la discusión escuchan con atención, participan con preguntas y respuestas a las ideas y opiniones de los demás. Utilizan adecuadamente los elementos básicos de la gramática inglesa.

#### **Franja 3**

Los alumnos hablan y escuchan con confianza en una amplia gama de contextos, incluyendo algunos de naturaleza formal. Su conversación está adaptada a su propósito, desarrollando sus ideas cuidadosamente, describiendo acontecimientos y transmitiendo con claridad sus opiniones. Su conversación capta la atención del oyente. En una discusión escuchan con atención e intervienen con preguntas y respuestas a las ideas y opiniones que exponen los demás. Utilizan adecuadamente muchos de los elementos de la gramática inglesa estándar.

### ***Comprensión y expresión escrita: Tercer Ciclo***

#### **Franja 1**

Los alumnos leen una gama de textos diversos con fluidez y exactitud. Al responder a una serie diversa de textos, los alumnos demuestran su com-

preensión de ideas, temas, acontecimientos y personajes significativos. Se refieren al texto al explicar su punto de vista. Localizan y utilizan ideas e información. Sus textos con frecuencia están bien organizados y son claros e imaginativos. Los elementos principales de los distintos tipos de escritura se usan adecuadamente, empezando a adaptarse a diferentes lectores. La estructura gramatical básica de las oraciones suele ser correcta. La ortografía es cada vez más correcta.

## **Franja 2**

Los alumnos muestran comprensión de una serie diversa de textos, seleccionando ideas clave y utilizando la inferencia y la deducción cuando resulta apropiado. En sus respuestas identifican elementos clave, temas y personajes y seleccionan oraciones, frases e información relevante sobre la que basar sus puntos de vista. Los alumnos buscan y seleccionan información de diversas fuentes. Los escritos de una gama variada de formas, son cuidados e interesantes. Se desarrollan las ideas y se organizan adecuadamente según su propósito y su lector; escogen vocabulario de manera más audaz. La ortografía, incluso la de las palabras polisilábicas que se ajustan a patrones regulares, así como la puntuación dentro de la oración, suele ser correcta. Los textos se organizan en párrafos.

## **Franja 3**

Al leer y analizar una serie diversa de textos, los alumnos comentan su significado y su efecto. Dan respuestas personales a textos literarios, refiriéndose a aspectos del lenguaje, la estructura y los temas para justificar sus opiniones. Resumen información diversa de distintas fuentes. Los escritos de estos alumnos son variados e interesantes, transmitiendo el significado claramente en una variedad de formas para distintos lectores y utilizando un estilo más formal si resulta apropiado. La ortografía, incluyendo la de palabras polisilábicas que responden a patrones regulares, generalmente es correcta, así como la puntuación dentro de la oración. Los textos se organizan en párrafos.



### 3. CIENCIAS, GEOGRAFÍA E HISTORIA



#### 3.1. Introducción

A través de las asignaturas de Ciencias, Geografía e Historia, los alumnos conocen el mundo que les rodea.

Estudiar Ciencias, Geografía e Historia supone conocer las condiciones sociales y físicas que influyen o han influido en nuestras vidas y en las de nuestras comunidades. La adquisición de conocimientos científicos, geográficos e históricos es un proceso por el que pasa cada generación para comprender su situación actual y, a ser posible, mejorarla.

Nuestra tarea como profesores consiste en desarrollar los conocimientos de los alumnos, así como su comprensión de los principios e ideas importantes de las ciencias sociales y naturales. También es fundamental enseñar una serie de destrezas para que los alumnos puedan desarrollar su capacidad de pensar críticamente y de resolver problemas en un contexto social o científico. Por último, como profesores, nuestro objetivo ha de ser el de estructurar el aprendizaje de los alumnos para que sean capaces de desarrollar valores basados en la información acerca de su entorno familiar y de su entorno más amplio, a través de experiencias reales y significativas.

#### 3.2. Preguntas más frecuentes

##### ¿Cuánto tiempo debe emplearse en enseñar estas asignaturas?

El siguiente currículo básico se ha diseñado para ser cubierto en, al menos, 3 sesiones semanales.

La mayoría de los alumnos del proyecto reciben cinco sesiones a la semana del área de Conocimiento del Medio Natural, Social y Cultural, que a menudo se divide en tres sesiones en inglés y dos en español.

##### ¿Cómo se pueden cubrir todos los contenidos de Ciencias, Geografía e Historia en los dos idiomas y en cada uno de los ciclos?

En España, los seis años de Educación Primaria se agrupan en tres ciclos. Cada ciclo es de dos años. Los primeros años de cada ciclo (primero,



tercero y quinto) se basan en nuevos contenidos, mientras que los segundos años (segundo, cuarto y sexto) se centran en la revisión y consolidación de los que se han impartido con anterioridad. Los contenidos se ordenan cíclicamente para afrontar los mismos temas en distintas ocasiones a lo largo de la Educación Primaria. Empiezan con los aspectos básicos más significativos para los niños y luego pasan a contenidos más detallados y complejos.

De los objetivos presentados en este documento los profesores deben elegir cuáles impartir en cada año del ciclo, de manera que al final del ciclo todos hayan sido cubiertos.

Es importante que al llegar al final de cada ciclo los alumnos se hayan aproximado a los contenidos de ciencias, historia y geografía en inglés y en español de una manera organizada y coherente. Así nos aseguramos de haber cubierto conceptos específicos y conocimientos generales en ambos idiomas. Evidentemente, algunos aspectos del currículo español se enseñan mejor en español (la función del ayuntamiento, por ejemplo, o la organización regional en Comunidades Autónomas).

Hay distintas maneras de dividir las ciencias, la geografía y la historia entre los dos idiomas. Los siguientes ejemplos muestran tres posibilidades aunque, por supuesto, existen otras combinaciones posibles.

**Ejemplo 1:** Dividir el número de temas en dos grupos: inglés y español, para luego intercambiarlos en el siguiente año. Por ejemplo, los alumnos aprenden sobre el agua en el primer año en inglés y al siguiente en español.

**Ejemplo 2:** Enseñar el mismo tema en los dos idiomas al mismo tiempo.

Existe el peligro de que esto se vuelva innecesariamente repetitivo y aburrido para los alumnos, por lo que hay que decidir qué aspectos han de impartirse en cada idioma. El español podría utilizarse para presentar el tema, y el inglés para desarrollarlo, o al contrario.

Por ejemplo, los niños aprenden la clasificación de los animales en español y luego desarrollan un proyecto en inglés sobre uno de los animales, como por ejemplo el tiburón.

**Ejemplo 3:** Variar la cantidad de tiempo que se destina a cada tema.

Sí un tema ya se ha cubierto extensamente en el primer año de un ciclo, puede revisarse como un mini-tema en el segundo año. Es decir, en tercer curso, los niños pueden hacer un gran proyecto sobre plantas, y en cuarto elaborar un mini-libro sobre el ciclo vital de la planta que ellos

escojan, revisando los conocimientos y el vocabulario estudiados previamente.

### **¿Cómo coordinar las Ciencias, la Geografía y la Historia?**

Al principio del curso escolar, todos los profesores involucrados en la enseñanza de estas tres materias en inglés y en español necesitan coordinarse y llegar a un acuerdo acerca de los contenidos que han de cubrirse en cada idioma.

Es muy importante clarificar QUÉ se va a enseñar en cada idioma y CÓMO se van a distribuir los contenidos a lo largo del ciclo. El orden y forma en que están agrupados los temas en este documento es orientativo. Se pueden diseñar temas para Ciencias, Geografía e Historia respondiendo a los intereses de los alumnos, vinculando los temas a otras áreas del currículo (ver esquema pág. 39).

Pueden encontrarse ejemplos concretos de documentos inter-curriculares en la sección titulada: *A cross-curricular approach*.

### **¿Cuáles son las diferencias principales entre los enfoques español e inglés a la hora de impartir Ciencias, Geografía e Historia?**

Existen diferencias tanto en los enfoques como en el contenido.

El currículo español tiene un contenido más amplio de información que hay que aprender. Los contenidos de ciencias se refieren más a biología que a física (procesos físicos) o a química (materiales y sus propiedades). En el primer ciclo la geografía y la historia se centran en el entorno local. En el segundo y tercer ciclos estos contenidos se amplían ligeramente para incluir información sobre España y Europa.

En el currículo británico se da más importancia a la física y la química básicas. En Geografía e Historia los niños británicos estudian no sólo el entorno local, sino también otras partes del mundo.

En el sistema español hay un mayor énfasis en las destrezas del conocimiento y las técnicas de estudio (leer, extraer información, clasificar, resumir o memorizar). Sin embargo, el sistema británico pone el acento más bien en la investigación y la comprensión a través del descubrimiento personal y la experimentación. Por ejemplo, los alumnos aprenden el concepto de "*fair test*" y aprenden a diseñar sus propios experimentos y a sacar conclusiones.

***Nuestro objetivo es ofrecer a los niños lo mejor de los dos sistemas. Debemos intentar integrar todo lo que sea posible de los dos enfoques.***



## **¿Cómo pueden desarrollarse las destrezas de la lectura y la escritura a través de las Ciencias, la Geografía y la Historia?**

### **Trabajo oral**

El trabajo oral es la base de la mayoría de las clases de Ciencias, Geografía e Historia. Este trabajo oral tiene que ser guiado en el primer ciclo pero gradualmente debería hacerse más independiente a lo largo de Primaria. El trabajo oral es muy importante en la planificación y desarrollo de tareas. Las discusiones en grupo son necesarias para extraer de ellas las preguntas que se tienen que investigar, el diseño de los experimentos y las conclusiones. Las discusiones en grupo son necesarias en todas las etapas para:

- obtener las preguntas que se tienen que investigar,
- diseñar experimentos, y finalmente,
- extraer conclusiones.

### **Actividades prácticas**

Las actividades prácticas con equipos reales constituyen una buena oportunidad para utilizar la lengua en un contexto claro. Estas actividades motivan a los niños para que escuchen atentamente y sigan instrucciones sencillas.

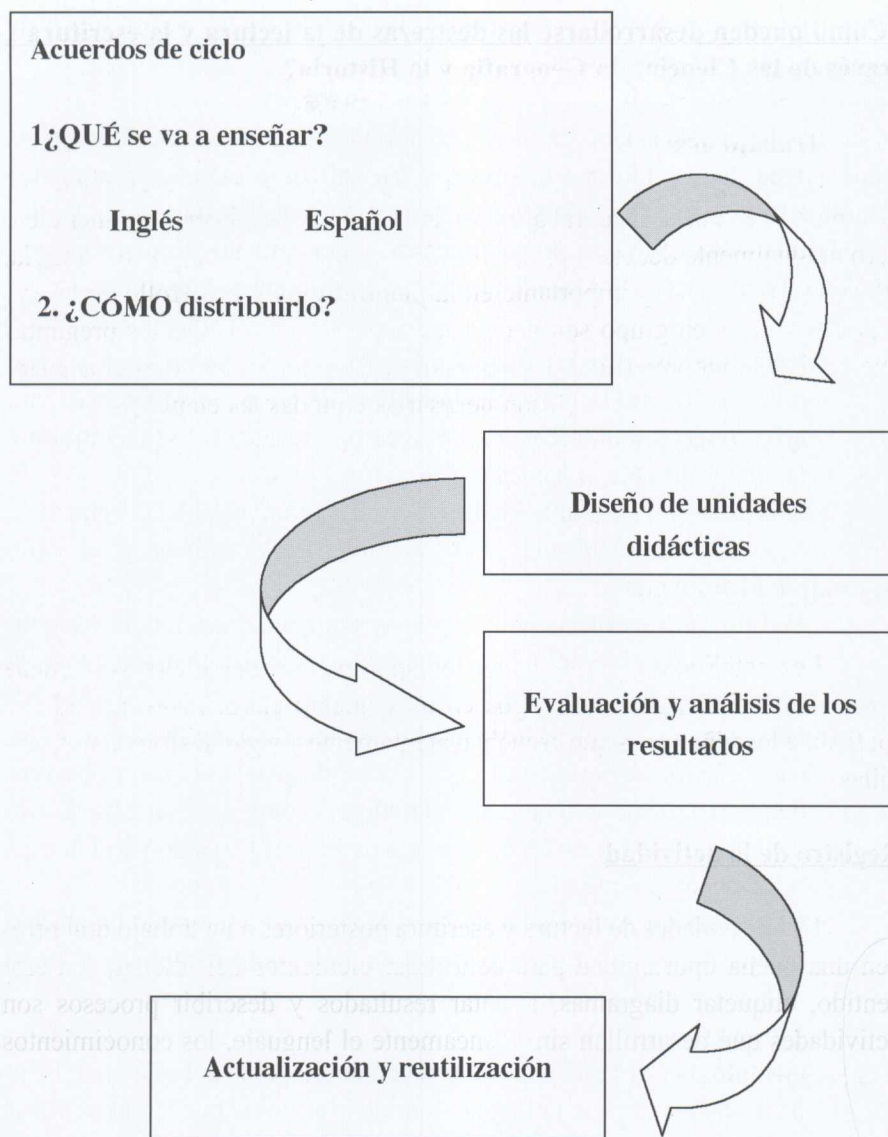
### **Registro de la actividad**

Las actividades de lectura y escritura posteriores a un trabajo oral ofrecen una buena oportunidad para consolidar elementos del idioma; en este sentido, etiquetar diagramas, apuntar resultados y describir procesos son actividades que desarrollan simultáneamente el lenguaje, los conocimientos y la comprensión.

### **Información**

Los alumnos deberían tener la oportunidad de desarrollar su capacidad para buscar información y referencias en inglés y para confeccionar sus propios libros de texto.

Para más detalles acerca de cómo trabajar con textos informativos ver la sección *A cross-curricular approach*.



### 3.3. Habilidades de investigación y científicas

Las habilidades de investigación son aquellas que se necesitan para pensar, investigar, formular preguntas y descubrir el mundo. Estas habilidades pueden desarrollarse a través de experimentos prácticos en clase de ciencias, geografía e historia. Sin embargo, no siempre es posible diseñar experimentos científicos apropiados para todos los temas y/o alumnos. Puede que sea necesario entonces buscar otro tipo de investigación para desarrollar estas habilidades.



### ¿Qué tipo de actividades fomentan el desarrollo de las habilidades de investigación y científicas?

Las Ciencias, la Geografía y la Historia estimulan la curiosidad de los niños acerca del mundo que les rodea y les animan a explorar fenómenos naturales y sociales. Los niños participan en actividades por medio de las cuales desarrollan actitudes, procedimientos, conocimientos técnicos y comprensión. Estas actividades pueden dividirse en diferentes categorías:

- **Investigación previa:** Buscar información, leer, seleccionar y resumir. Las fuentes deberían incluir libros de texto, enciclopedias para niños, vídeos y el ordenador. Por ejemplo: recabar información sobre los tiburones, los volcanes o el Antiguo Egipto.
- **Analizar y razonar:** Analizar información, establecer vínculos, causas y consecuencias. Por ejemplo: los residuos y el daño medioambiental.
- **Habilidades básicas:** Seleccionar el equipamiento, medir y anotar resultados. Por ejemplo: hacer una gráfica, dibujar un mapa, medir la temperatura.
- **Observación:** Utilizar los sentidos apropiados para describir, ordenar y clasificar; por ejemplo: ¿qué clase de árbol es? Hacer observaciones detalladas a lo largo de un tiempo: ¿cómo se desarrolla el tallo de una judía? ¿Cómo crece la oruga de la seda? ¿Cómo varía la cantidad de agua de lluvia?
- **Exploración:** Actividades de "probar y ver". Por ejemplo: la electricidad estática. ¿Qué pasa si frota un globo contra el jersey y luego intentas coger con él trocitos de papel?
- **Demostración:** Hacer una demostración para toda la clase. Por ejemplo: hervir agua y observar la condensación sobre un cristal frío para ilustrar el ciclo del agua. También los niños pueden escenificar el funcionamiento de algo, como representar la forma en que el oído detecta sonidos.
- **Investigación:** los niños desarrollan experimentos. Hacen preguntas, predicen resultados, planifican, investigan y comunican sus hallazgos: ¿qué factores influyen en la velocidad a la que se disuelve el azúcar? ¿Qué bolsa de papel es más fuerte?
- **Clasificar e Identificar:** Por ejemplo: ¿cómo podemos agrupar estos invertebrados? ¿Cómo podemos clasificar estas piedras?
- **Búsqueda de patrones regulares:** ¿Qué cosas pesan y cuáles se hunden? ¿En qué lado de los árboles crece el musgo?
- **Evaluación:** Comprobar resultados, confirmar información, mostrar comprensión.

## 4. CIENCIAS



### 4.1. Guía de la asignatura

La mayoría de los temas se prestan a experimentos prácticos. Debemos utilizar estas oportunidades para desarrollar las habilidades científicas. Si no es posible hacer experimentos sobre cierto tema, se pueden desarrollar las habilidades investigadoras a través de actividades como las que se han sugerido anteriormente.

Las investigaciones pueden realizarse en Geografía e Historia, pero los experimentos suelen surgir del estudio en Ciencias de:

- el cuerpo humano y la salud,
- los seres vivos,
- los materiales y sus propiedades,
- los procesos físicos.

### ¿Cómo se planifican, desarrollan y registran los experimentos?

Para enseñar a los niños a investigar a través de experimentos tenemos que darles la oportunidad de realizar actividades prácticas. Sin embargo, es esencial estructurar cuidadosamente la clase para dejarles descubrir cosas por sí mismos. El objetivo de las actividades prácticas es que los niños aprendan haciendo, de manera que no hay que contarles el resultado o las conclusiones antes de empezar. ***Un experimento es una investigación, no una demostración.***

Por ejemplo:

*Al investigar los circuitos eléctricos, el profesor puede proporcionar a los grupos una pila, cables, pinzas y una bombilla y dejar que los niños descubran por sí mismos cómo encender la bombilla.*

Los currículos británicos se centran en la investigación. Para diseñar sus propios experimentos y evaluar los resultados, los alumnos necesitan comprender el concepto de "***fair test***", es decir, cambiar una variable de las que componen el experimento y observar y medir su efecto manteniendo el resto de variables inalterable.

Por ejemplo:

*Los niños estudian las plantas y su crecimiento. En lugar de decir a los niños desde el principio que las plantas necesitan luz para crecer, esto se puede entender como una hipótesis a probar, y el profesor puede introducir*



la idea de **"fair test."** Algunas plantas pueden dejarse a la luz y otras en la oscuridad, pero entonces el profesor puede preguntar: "¿pueden respirar las plantas que están a oscuras? ¿Son el mismo tipo de plantas? ¿Están recibiendo la misma cantidad de agua? ¿Es éste un **"fair test"**?" etc. Los niños pueden reflejar los resultados por medio de dibujos. El profesor puede entonces seguir sus sugerencias para probar distintas hipótesis.

Al principio los alumnos necesitarán ayuda, pero a lo largo de primaria deberían sentirse cada vez más competentes a la hora de formular preguntas, diseñar experimentos, hacer predicciones, medir y registrar resultados y extraer conclusiones.

4.2.- *Objetivos para desarrollar habilidades científicas*

| Objetivos para desarrollar habilidades científicas                                                                                 | Primer ciclo                                                                                                                                                                                                                             | Segundo ciclo                                                                                                                                                                                                                                                                              | Tercer ciclo                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Preparación de las tareas.</b><br>Comprender la actividad y planificar una actividad práctica. Hacer predicciones. "Fair test". | <b>Los alumnos serán capaces de:</b> <ul style="list-style-type: none"> <li>• Comprender preguntas: ¿Cómo? ¿Por qué? ¿Qué pasa si?</li> <li>• Ayudar a planificar un experimento y a hacer predicciones sobre sus resultados.</li> </ul> | <b>Los alumnos serán capaces de:</b> <ul style="list-style-type: none"> <li>• Hacer preguntas y sugerir formas de responderlas a través de experimentos.</li> <li>• Hacer predicciones y reconocer si un experimento cumple las condiciones necesarias para ser un "fair test".</li> </ul> | <b>Los alumnos serán capaces de:</b> <ul style="list-style-type: none"> <li>• Sugerir preguntas y encontrar maneras de responderlas.</li> <li>• Hacer predicciones razonadas sobre posibles resultados.</li> <li>• Sugerir maneras de hacer un "fair test" cambiando un factor y manteniendo el resto inalterable.</li> </ul> |
| <b>Realización de tareas</b><br>Observar y medir. Reflejar los resultados de diferentes maneras.                                   | <ul style="list-style-type: none"> <li>• Realizar observaciones y mediciones sencillas.</li> <li>• Anotar observaciones en formatos sencillos: dibujos, pictogramas y diagramas de barras.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Seguir instrucciones sencillas.</li> <li>• Utilizar el equipo y las técnicas necesarias para realizar observaciones y mediciones.</li> <li>• Anotar los resultados de distintas maneras: dibujos, pictogramas, y diagramas de barras.</li> </ul>  | <ul style="list-style-type: none"> <li>• Seguir instrucciones más complejas.</li> <li>• Seleccionar y utilizar instrumentos de medición adecuados o hacer observaciones.</li> <li>• Reflejar los resultados con una variedad mayor de formas: dibujos, pictogramas,</li> </ul>                                                |

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|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                        |                                                                                                                                           |                                                                                                                                                                                                                                    | diagramas, diagramas de barras, gráficos de líneas y, donde sea posible, con ordenadores.                                                                                                                                                                             |
| <b>Revisar e informar sobre las tareas</b><br>Informar y presentar. Interpretar y evaluar resultados y procedimientos. | <ul style="list-style-type: none"> <li>• Hacer comparaciones sencillas y responder a preguntas sencillas sobre los resultados.</li> </ul> | <ul style="list-style-type: none"> <li>• Practicar la escritura guiada para reseñar experimentos.</li> <li>• Responder a preguntas sencillas, hacer comparaciones y reconocer relaciones sencillas. Sacar conclusiones.</li> </ul> | <ul style="list-style-type: none"> <li>• Escribir un informe breve sobre una investigación.</li> <li>• Utilizar conocimientos científicos para dar explicaciones y responder a preguntas.</li> <li>• Hacer comparaciones e identificar patrones sencillos.</li> </ul> |

### 4.3. Contenidos de ciencias

|                                                                                                                                                      | Primer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Segundo ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Tercer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>El cuerpo humano y la salud</b><br><br>Desarrollar la comprensión de los elementos principales del cuerpo, la nutrición y cómo mantener la salud. | <ul style="list-style-type: none"> <li>• Identificar las partes principales externas del cuerpo y sus características.</li> <li>• Identificar algunos órganos internos, su localización y funciones principales.</li> <li>• Reconocer diferencias sencillas entre bebés, niños, adultos y ancianos.</li> <li>• Compararse a sí mismos en la actualidad y cuando eran bebés; es decir, reflexionar sobre su crecimiento, dentición, sus habilidades.</li> <li>• Reconocer los sentidos, su función y sus órganos.</li> <li>• Reconocer que tenemos huesos y</li> </ul> | <ul style="list-style-type: none"> <li>• Identificar las partes principales externas del cuerpo y sus características.</li> <li>• Identificar los cinco sentidos y cómo funcionan.</li> <li>• Utilizar los sentidos para descubrir y describir el entorno: formas, tamaños, colores, olores.</li> <li>• Identificar los órganos principales y sus funciones:               <ul style="list-style-type: none"> <li>- huesos y músculos;</li> <li>- cerebro y nervios;</li> <li>- sistema digestivo;</li> <li>- sistema respiratorio;</li> <li>- sistema circulatorio;</li> <li>- sistema excretor.</li> </ul> </li> <li>• Describir sucintamente los procesos de</li> </ul> | <ul style="list-style-type: none"> <li>• Reconocer los elementos principales del sistema nervioso: cerebro, sentidos, nervios y neuronas.</li> <li>• Describir el sistema nervioso examinando estímulos y reacciones.</li> <li>• Reconocer los órganos principales del sistema digestivo y sus funciones.</li> <li>• Describir el proceso de la digestión.</li> <li>• Clasificar los alimentos según sus nutrientes.</li> <li>• Comparar distintas dietas sanas según la edad y la actividad.</li> <li>• Reconocer los órganos principales y las sustancias en los</li> </ul> |



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|  | <p>músculos, y que sostienen nuestros cuerpos y nos permiten movernos.</p> <ul style="list-style-type: none"> <li>• Comprender que los humanos necesitamos comida y agua para sobrevivir.</li> <li>• Clasificar las comidas dependiendo de su origen, es decir, animal, vegetal o mineral.</li> <li>• Reconocer la importancia de hacer ejercicio y de tener una alimentación sana para mantener la salud.</li> <li>• Ser conscientes de que los problemas de salud son consecuencia de un cuidado incorrecto: coger frío, que nos duela la tripa, que nos salgan caries, etc.</li> <li>• Comprender la importancia de cumplir unas reglas de seguridad básica en casa, en el colegio, en la calle...</li> <li>• Reconocer la importancia de relacionarnos con los demás, de expresar las emociones y de tratar a los demás con sensibilidad.</li> </ul> | <p>digestión, respiración y circulación de la sangre.</p> <ul style="list-style-type: none"> <li>• Identificar los principales nutrientes de los alimentos.</li> <li>• Reconocer las funciones de los dientes y cómo cuidarlos.</li> <li>• Diseñar una dieta sana.</li> <li>• Comprender la importancia de una dieta sana. Reconocer las comidas principales del día y las diferencias entre las comidas españolas y las inglesas: horarios, comidas o bebidas típicas...</li> <li>• Identificar formas diferentes de almacenar y conservar los alimentos.</li> <li>• Diferenciar hábitos saludables y no saludables para cuidar nuestros sentidos, huesos, músculos, sistema respiratorio y circulatorio.</li> <li>• Reconocer la importancia del deporte y del ejercicio físico. Identificar reglas de seguridad cuando se practican juegos o deportes en casa, en el colegio o en la calle.</li> </ul> | <p>sistemas respiratorio, circulatorio y excretor.</p> <ul style="list-style-type: none"> <li>• Describir los procesos de la respiración, la circulación de la sangre y la excreción.</li> <li>• Identificar los huesos, músculos y articulaciones principales y sus funciones.</li> <li>• Comprender cómo se mueve el cuerpo humano.</li> <li>• Identificar los órganos principales del sistema reproductor.</li> <li>• Comprender las etapas principales del ciclo de la vida humana.</li> <li>• Desarrollar la conciencia de los cambios relacionados con la pubertad.</li> <li>• Reconocer las diferencias físicas y sexuales y los cambios en los seres humanos y desarrollar una actitud respetuosa hacia todos ellos.</li> <li>• Conocer los factores que contribuyen a la salud, incluyendo la dieta, el ejercicio, la higiene, el uso correcto de los medicamentos y los efectos nocivos de otras sustancias.</li> <li>• Aprender a ser responsables de su propia salud y seguridad.</li> </ul> |
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| <p><b>Seres vivos</b></p> <p>Comprender los procesos vitales de plantas y animales y su importancia para los humanos.</p> | <ul style="list-style-type: none"> <li>• Comprender las diferencias entre los seres vivos y las cosas inanimadas.</li> <li>• Comprender que los animales se mueven, comen, utilizan los sentidos y se reproducen.</li> <li>• Identificar lo que necesitan los animales para seguir vivos: agua y alimento.</li> <li>• Reconocer y comparar las partes externas principales de los cuerpos de los animales.</li> <li>• Clasificar a los animales según su relación con el hombre: salvajes o domésticos.</li> <li>• Comprender cómo los cambios de las estaciones afectan a la vida de las plantas y los animales.</li> <li>• Comprender las etapas básicas de la vida de las plantas.</li> <li>• Comprender la importancia de la tierra, la luz solar y el agua para las plantas.</li> <li>• Reconocer las partes principales de una planta con floración.</li> <li>• Clasificar las plantas según su relación con los humanos: salvajes o cultivadas, plantas comestibles y no comestibles.</li> <li>• Comprender la importancia de las</li> </ul> | <ul style="list-style-type: none"> <li>• Comprender que la nutrición, el movimiento, el crecimiento y la reproducción son procesos vitales comunes a los humanos y a los animales.</li> <li>• Reconocer cómo los cambios estacionales influyen en el comportamiento de plantas y animales.</li> <li>• Comprender las diferencias entre vertebrados e invertebrados.</li> <li>• Reconocer y comparar las características básicas de distintos vertebrados: movimiento, sentidos, nacimiento, nutrición, características externas, reproducción.</li> <li>• Identificar algunos de los ejemplos más comunes de los cinco grupos de invertebrados.</li> <li>• Comprender cómo se puede identificar y agrupar a animales y plantas que se encuentran en su entorno más próximo.</li> <li>• Descubrir las etapas principales del ciclo de la vida de algunos animales o insectos: por ejemplo, mariposas o ranas.</li> <li>• Comprender que la nutrición, el crecimiento y la reproducción son procesos vitales comunes a las plantas.</li> </ul> | <ul style="list-style-type: none"> <li>• Clasificar los seres vivos en: animales, plantas y micro-organismos.</li> <li>• Reconocer los grupos principales de invertebrados.</li> <li>• Clasificar a los vertebrados en mamíferos, aves, peces, reptiles y anfibios.</li> <li>• Obtener información sobre los cinco grupos de vertebrados, incluyendo cómo nacen, crecen, usan sus sentidos, se mueven, comen, respiran y se reproducen.</li> <li>• Reconocer las características diferenciadoras de los grupos principales de plantas con y sin floración.</li> <li>• Comprender cómo las plantas fabrican su propio alimento y cómo respiran y se reproducen.</li> <li>• Investigar las condiciones específicas necesarias para el crecimiento de distintas plantas.</li> <li>• Reconocer a los micro-organismos como seres vivos.</li> <li>• Reconocer las características distintivas de los micro-organismos.</li> <li>• Reconocer las propiedades</li> </ul> |
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|                                                                                                                                          | <p>plantas y los animales para los humanos.</p> <ul style="list-style-type: none"> <li>• Obtener información sobre distintas plantas y animales del entorno cercano.</li> <li>• Establecer vínculos entre diferentes plantas y animales y sus hábitats.</li> <li>• Desarrollar un comportamiento cuidadoso hacia los seres vivos en su entorno local.</li> </ul>                                           | <ul style="list-style-type: none"> <li>• Comprender el efecto de la luz, el aire, el agua y la temperatura sobre el crecimiento de las plantas.</li> <li>• Clasificar las plantas según el tipo de tallo: árbol, arbusto, hierba.</li> <li>• Identificar las partes principales de la planta y la flor y sus funciones.</li> <li>• Identificar los beneficios principales que los humanos obtienen de animales y plantas.</li> <li>• Comprender cómo los animales y las plantas interactúan con su hábitat.</li> <li>• Clasificar las cosas vivas en cadenas alimentarias sencillas.</li> <li>• Desarrollar una actitud responsable frente a animales y plantas.</li> </ul> | <p>beneficiosas o nocivas de los micro-organismos.</p> <ul style="list-style-type: none"> <li>• Comprender los vínculos entre los procesos vitales de animales y plantas y los ambientes donde se encuentran.</li> <li>• Comprender cómo los animales y plantas de distintos hábitats se adaptan a su entorno.</li> <li>• Comprender las causas heredadas y ambientales de la variación.</li> <li>• Elaborar cadenas alimentarias para mostrar las relaciones alimenticias de un hábitat y predecir las consecuencias de los cambios.</li> <li>• Identificar seres vivos raros o extinguidos.</li> </ul> |
| <p><b>Materiales y sus propiedades</b></p> <p>Desarrollar el conocimiento de distintos materiales, sus propiedades y sus utilidades.</p> | <p>Comprender cómo pueden agruparse los materiales:</p> <ul style="list-style-type: none"> <li>• Explorar y reconocer similitudes y diferencias entre materiales utilizando los sentidos.</li> <li>• Organizar objetos en grupos según propiedades materiales sencillas como aspereza, dureza, brillo, capacidad para flotar o transparencia.</li> <li>• Reconocer tipos comunes de materiales:</li> </ul> | <p>Comprender las propiedades básicas de los materiales:</p> <ul style="list-style-type: none"> <li>• Clasificar materiales y objetos según sus similitudes y diferencias.</li> <li>• Clasificar materiales según su origen: natural o manufacturado.</li> <li>• Relacionar las propiedades de los materiales con sus utilidades.</li> <li>• Investigar las propiedades básicas de los sólidos, los líquidos</li> </ul>                                                                                                                                                                                                                                                     | <p>Comprender las propiedades de los materiales:</p> <ul style="list-style-type: none"> <li>• Identificar las propiedades generales de los materiales: dureza, flexibilidad, masa, volumen, fuerza y comportamiento magnético.</li> <li>• Reconocer las diferencias entre sólidos, líquidos y gases según su facilidad para fluir y su mantenimiento de la forma y el volumen.</li> </ul>                                                                                                                                                                                                                |

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|  | <p>metal, plástico, madera, papel, roca.</p> <ul style="list-style-type: none"> <li>• Reconocer que algunos materiales se encuentran en la naturaleza.</li> <li>• Averiguar los distintos usos de diversos materiales según sus propiedades.</li> </ul> <p>Desarrollar la conciencia de los cambios materiales:</p> <ul style="list-style-type: none"> <li>• Averiguar cómo puede cambiar la forma de algunos objetos tras determinados procesos: aplastar, doblar, retorcer, estirar, etc.</li> <li>• Investigar y describir cómo algunos materiales cotidianos cambian cuando son sometidos al frío o al calor: el chocolate, el agua, el pan, etc.</li> </ul> | <p>y los gases tomando como ejemplo el agua.</p> <ul style="list-style-type: none"> <li>• Clasificar los minerales y las rocas más comunes.</li> </ul> <p>Comprender los cambios en los materiales:</p> <ul style="list-style-type: none"> <li>• Investigar qué sustancias cotidianas se disuelven en el agua.</li> <li>• Reconocer que los materiales pueden cambiar de formas.</li> <li>• Investigar cómo los materiales cotidianos cambian con el calor o con el frío.</li> <li>• Relacionar los cambios de estado con el ciclo del agua.</li> <li>• Comprender que cuando se forman nuevos materiales, el cambio es permanente.</li> <li>• Investigar cómo se puede controlar la oxidación.</li> </ul> | <ul style="list-style-type: none"> <li>• Identificar y utilizar herramientas sencillas para medir la masa y el volumen.</li> <li>• Clasificar un número mayor de minerales y rocas según sus características: aspecto, textura y permeabilidad.</li> <li>• Identificar cambios físicos en minerales y rocas.</li> </ul> <p>Comprender los cambios en los materiales:</p> <ul style="list-style-type: none"> <li>• Reconocer cambios físicos en el entorno y sus causas: mezclar, disolver, estirar, contraer, derretir, hervir, congelar.</li> <li>• Quemar y calentar materiales da lugar a la formación de nuevos materiales.</li> <li>• Identificar cambios químicos en las cosas vivas: fotosíntesis, digestión, fermentación.</li> </ul> <p>Separar mezclas de materiales:</p> <ul style="list-style-type: none"> <li>• Cómo separar las partículas sólidas de distintos tamaños con un tamiz.</li> <li>• Comprender que algunos sólidos se disuelven en agua formando soluciones, mientras que otros no.</li> <li>• Cómo separar sólidos insolubles de un líquido por medio de la filtración.</li> </ul> |
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| <p><b>Procesos físicos</b></p> <p>Comprender procesos físicos, la luz, el sonido y las fuerzas.</p> | <p>Adquirir unos conocimientos básicos de fuerzas y movimientos;</p> <ul style="list-style-type: none"> <li>• Averiguar y describir el movimiento de las cosas cotidianas: rápido, lento, cambio de dirección, etc.</li> <li>• Identificar "empujar y tirar" como fuerzas.</li> <li>• Identificar qué hace que se muevan las cosas.</li> </ul> <p>Adquirir unos conocimientos básicos sobre electricidad:</p> <ul style="list-style-type: none"> <li>• Identificar aparatos de uso cotidiano que requieren electricidad.</li> <li>• Desarrollar conciencia de circuitos sencillos con pilas, cables, bombillas e interruptores.</li> </ul> <p>Adquirir unos conocimientos básicos acerca de la luz y el sonido:</p> <ul style="list-style-type: none"> <li>• Identificar diferentes fuentes lumínicas.</li> <li>• Identificar diferentes fuentes de sonido.</li> <li>• Identificar distintas clases de sonidos.</li> </ul> | <p>Comprender ideas básicas sobre las fuerzas y la energía:</p> <ul style="list-style-type: none"> <li>• Identificar fuentes diversas de energía utilizadas en el colegio y en casa.</li> <li>• Identificar las fuentes de energía utilizadas por diversos modelos y máquinas.</li> <li>• Comprender cómo las fuerzas pueden influir en el movimiento y la forma de los objetos.</li> <li>• Investigar los efectos de la fricción sobre el movimiento de los objetos.</li> <li>• Identificar las herramientas y las máquinas más comunes y cómo nos ayudan.</li> </ul> <p>Comprensión básica de la electricidad:</p> <ul style="list-style-type: none"> <li>• Conocer las reglas de seguridad en torno a las tomas de tierra y el peligro que pueden suponer.</li> <li>• Construir circuitos sencillos utilizando componentes sencillos.</li> <li>• Clasificar los materiales en aislantes o conductores.</li> <li>• Investigar los efectos de la corriente variable sobre un circuito.</li> </ul> <p>Adquirir unos conocimientos básicos sobre el sonido:</p> | <p>Comprender las fuerzas y la energía:</p> <ul style="list-style-type: none"> <li>• Identificar el efecto de las fuerzas: movimiento, tensión, transformación.</li> <li>• Comprender que los imanes y los materiales magnéticos ejercen fuerzas de atracción y repulsión.</li> <li>• Comprender que los objetos caen hacia abajo por la fuerza gravitacional entre ellos y la Tierra.</li> <li>• Clasificar las energías en renovables y no renovables.</li> <li>• Comprender cómo la energía se puede generar a través de generadores y motores.</li> <li>• Reconocer los elementos básicos de las máquinas: cables, bombillas, pilas, motor.</li> <li>• Identificar diferentes máquinas y sus usos en la tecnología moderna.</li> </ul> <p>Comprender la electricidad:</p> <p>Circuitos sencillos</p> <ul style="list-style-type: none"> <li>• Construir circuitos con componentes simples: pilas, cables e interruptores para hacer que aparatos eléctricos funcionen (timbres, motores).</li> <li>• Comprender que cambiar el número de componentes (de pilas, de bombillas y de</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>• Comprender que cuando los objetos vibran se produce sonido.</li> <li>• Investigar cómo viaja el sonido a través de distintos materiales.</li> </ul> <p>Comprensión básica de la luz:</p> <ul style="list-style-type: none"> <li>• Explorar cómo la luz pasa sólo a través de determinados materiales.</li> <li>• Descubrir cómo se producen las sombras.</li> <li>• Investigar el reflejo de la luz sobre espejos y superficies brillantes.</li> </ul> <p>Comprensión básica de la Tierra y del espacio:</p> <ul style="list-style-type: none"> <li>• El sol, la Tierra y la luna son esféricas.</li> <li>• La posición del sol parece variar a lo largo del día, cómo cambian las sombras cuando esto ocurre.</li> <li>• Cómo el día y la noche están relacionados con el giro de la Tierra sobre su propio eje.</li> <li>• Comprender que la Tierra gira alrededor del sol una vez al año, provocando el paso de las estaciones, y que la luna gira alrededor de la Tierra.</li> <li>• Identificar los elementos principales del sistema solar.</li> </ul> | <p>cables) de un circuito puede hacer que las bombillas sean más brillantes o más tenues.</p> <ul style="list-style-type: none"> <li>• Cómo representar circuitos mediante dibujos y símbolos convencionales.</li> </ul> <p>Comprender el fenómeno del sonido:</p> <ul style="list-style-type: none"> <li>• Identificar fuentes de sonido –vibraciones- y cómo se transmiten.</li> <li>• Identificar las cualidades principales de los sonidos: intensidad y tono.</li> <li>• Cómo cambiar el tono y el volumen del sonido en los instrumentos musicales.</li> <li>• Reconocer los fenómenos relacionados con el sonido: el eco y la reverberación.</li> </ul> <p>Comprender la luz:</p> <ul style="list-style-type: none"> <li>• Las fuentes de luz y cómo ésta se traslada.</li> <li>• El reflejo de la luz en los espejos y en las lentes.</li> <li>• La luz puede descomponerse en distintos colores.</li> </ul> |
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#### 4.4.- Franjas de competencia

Las franjas de competencia definen el nivel de los alumnos al FINAL DE CADA CICLO. Las tres franjas corresponden a tres niveles (del más bajo al más alto).

El nivel de un alumno al finalizar el segundo año del ciclo debería corresponderse con una de las tres franjas. La estimación de porcentajes en cada una de ellas es de:

- **Franja 1, 10% de los alumnos**
- **Franja 2, 70% de los alumnos**
- **Franja 3, 20% de los alumnos**

### HABILIDADES CIENTÍFICAS

#### Primer Ciclo

##### Franja 1

Los alumnos responden o describen adecuadamente las características sencillas de los objetos, los seres vivos y los acontecimientos que observan, comunicando sus hallazgos en formatos sencillos (hablando, dibujando, a través de gráficos simples).

##### Franja 2

Los alumnos responden a sugerencias acerca de cómo descubrir cosas. Utilizan textos sencillos e instrumentos, con ayuda, para encontrar información, observar y comparar. Describen sus observaciones utilizando un vocabulario básico y las reflejan en dibujos, gráficos simples, etc.

##### Franja 3

Los alumnos responden a sugerencias sobre la forma de descubrir cosas y, con ayuda, hacen sus propias sugerencias sobre la forma de recoger datos para responder a preguntas. Utilizan textos sencillos e instrumentos para recabar información, observar y comparar. Describen sus observaciones utilizando vocabulario científico y las reflejan en tablas, gráficos, etc. Responden a preguntas sencillas sobre sus resultados.

#### Segundo Ciclo

##### Franja 1

Los alumnos responden a sugerencias sobre la forma de descubrir cosas y, con ayuda, hacen sus propias sugerencias sobre la forma de recoger

datos para responder a preguntas. Utilizan textos sencillos e instrumentos para encontrar información, observar y comparar. Describen sus observaciones utilizando vocabulario científico y las reflejan en tablas, gráficos, etc. Responden a preguntas sencillas sobre sus resultados.

## **Franja 2**

Los alumnos responden a sugerencias y plantean sus propias ideas para encontrar la respuesta a una pregunta. Entienden por qué es importante recabar datos para responder a preguntas. Utilizan textos sencillos para encontrar información. Hacen observaciones y miden cantidades (longitud o masa) utilizando herramientas sencillas. Pueden realizar un experimento *"fair test"* con algo de ayuda. Anotan sus observaciones de distintas maneras. En los informes sobre sus investigaciones utilizan un vocabulario científico sencillo y comienzan a sacar conclusiones y a dar explicaciones de lo que han observado.

## **Franja 3**

Los alumnos responden a sugerencias y plantean sus propias ideas para encontrar la respuesta a una pregunta. Entienden por qué es importante recabar datos para responder a preguntas. Utilizan textos sencillos para encontrar información. Hacen observaciones relevantes y miden cantidades (longitud o masa) utilizando instrumentos variados. Realizan un experimento *"fair test"* con algo de ayuda. Anotan sus observaciones de distintas maneras. En los informes sobre sus investigaciones utilizan un vocabulario científico sencillo y comienzan a sacar conclusiones y a dar explicaciones de lo que han observado.

## **Tercer Ciclo**

### **Franja 1**

Los alumnos responden a sugerencias y plantean sus propias ideas para cómo encontrar la respuesta a una pregunta. Entienden por qué es importante recabar datos para responder a preguntas. Utilizan textos sencillos para encontrar información. Hacen observaciones relevantes y miden cantidades (longitud o masa) utilizando instrumentos variados. Realizan un experimento *"fair test"* con algo de ayuda. Anotan sus observaciones de distintas maneras. En sus informes sobre sus investigaciones utilizan un vocabulario científico sencillo y comienzan a sacar conclusiones y a dar explicaciones de lo que han observado.

### **Franja 2**

Los alumnos reconocen que las ideas científicas se basan en pruebas. En su propio trabajo de investigación deciden el enfoque adecuado para cada pregunta.



Cuando resulta apropiado, describen o muestran la manera en que realizan la tarea, cómo variar un factor manteniendo el resto inalterable. Hacen predicciones y seleccionan información de las fuentes que se les dan. Seleccionan y utilizan el equipo adecuado y los instrumentos de medición y registran sus resultados de distintas maneras. Empiezan a relacionar sus conclusiones con los conocimientos de la ciencia y la técnica y a comunicarse con un vocabulario científico apropiado. Sugieren formas de mejorar su trabajo, dando razones.

### **Franja 3**

Los alumnos reconocen que las ideas científicas se basan en pruebas. En su propio trabajo de investigación deciden el enfoque adecuado a cada pregunta. Cuando la investigación parte de un "*fair test*", identifican los aspectos clave que hay que considerar. Hacen predicciones y seleccionan información de diversas fuentes. Seleccionan y utilizan herramientas apropiadas e instrumentos de medición y anotan sus resultados de maneras diversas. Dan explicaciones más complejas de sus observaciones. Sacan conclusiones que se ajustan a las pruebas y empiezan a relacionarlas con los conocimientos de la ciencia y de la técnica, y a comunicarlas con un vocabulario científico apropiado. Sugieren formas de mejorar su trabajo, dando razones.

## **CONTENIDOS DE CIENCIAS**

### **Primer Ciclo**

#### **Franja 1**

Los alumnos son conscientes de las características principales del cuerpo y de cómo cuidarlo. Identifican seres vivos y objetos inanimados. Comprenden que las cosas se mueven al ser empujadas o si se tira de ellas. Identifican los materiales, las herramientas y las máquinas más comunes de su vida diaria.

#### **Franja 2**

Los alumnos reconocen algunos órganos internos del cuerpo y sus funciones. Son conscientes de los distintos orígenes de los alimentos y cómo la comida y el ejercicio nos mantienen sanos. Reconocen las diferencias entre seres vivos y objetos inanimados. Perciben las características básicas de los animales y de las plantas y cómo crecen y se desarrollan en distintos entornos. Muestran unos conocimientos básicos de fuerzas, luz y sonido. Reconocen los materiales comunes e identifican sus características y sus

usos. Empiezan a entender cómo funcionan los aparatos sencillos y el tipo de energía que utilizan.

### **Franja 3**

Los alumnos identifican algunos órganos internos del cuerpo y explican sus funciones. Clasifican los alimentos según su origen. Comprenden que la alimentación y el ejercicio nos mantienen sanos. Explican las diferencias entre seres vivos y objetos inanimados. Identifican las partes principales del cuerpo de los animales y de las plantas y muestran conciencia de lo que necesitan para crecer. Poseen cierto conocimiento sobre los procesos vitales básicos de animales y plantas. Reconocen los cambios en los materiales, por ejemplo en el agua. Identifican el sol, la luna, la Tierra y relacionan sus movimientos con los días y las noches. Pueden hacer clasificaciones sencillas de distintos materiales según sus características y sus usos. Reconocen algunas máquinas y aparatos y el tipo de energía que utilizan.

## **Segundo Ciclo**

### **Franja 1**

Los alumnos conocen los cinco sentidos y de los órganos principales del cuerpo humano. Muestran su comprensión de los procesos de digestión, respiración, circulación sanguínea y de los huesos y los músculos. Identifican hábitos básicos nutricionales, higiénicos y de sueño. Comprenden las diferencias entre los seres vivos y los inanimados. Reconocen y saben nombrar las partes externas de los cuerpos de los animales y de las plantas. Describen las condiciones básicas que los animales y las plantas necesitan para sobrevivir. Reconocen que los seres vivos se hallan en distintos hábitats. Identifican el sol, la luna y la Tierra y relacionan sus movimientos con el día y la noche. Comunican sus observaciones sobre cambios en la luz, el sonido o el movimiento que son resultado de acciones (por ejemplo, encender un circuito eléctrico sencillo). Perciben cómo funcionan algunas máquinas y aparatos y del tipo de energía que utilizan. Pueden hacer clasificaciones sencillas de materiales distintos según sus propiedades y sus usos.

### **Franja 2**

Los alumnos identifican los cinco sentidos y perciben cómo funcionan. Reconocen los órganos internos principales y sus funciones. Demuestran que entienden los procesos de digestión, respiración y circulación sanguínea, y cómo funcionan los huesos, los músculos y las terminaciones nerviosas. Comprenden cómo están relacionadas la dieta, la higiene y el sueño con la



salud. Clasifican los seres vivos en grupos (vertebrados e invertebrados, árboles, arbustos y hierbas). Hacen observaciones básicas sobre animales y plantas diversos según sus procesos vitales (cómo nacen, crecen o se reproducen). Identifican cómo un animal se adapta a su entorno. Identifican los elementos principales del Sistema Solar. Son conscientes de las consecuencias del movimiento de la Tierra. Pueden explicar con palabras sencillas cómo funcionan algunas máquinas o aparatos y el tipo de energía que utilizan. Empiezan a hacer generalizaciones a partir de los fenómenos físicos. Describen diversas maneras de organizar materiales en grupos según sus propiedades.

### **Franja 3**

Los alumnos identifican los cinco sentidos y perciben cómo funcionan. Reconocen los órganos internos principales y sus funciones. Muestran comprensión de los procesos de digestión, respiración y circulación sanguínea, y de cómo funcionan los huesos, los músculos y las terminaciones nerviosas. Son capaces de definir una dieta sana y de explicar cómo la higiene, el ejercicio y el descanso favorecen una buena salud. Clasifican los seres vivos en grupos (cinco clases de vertebrados, invertebrados, árboles, arbustos y hierbas). Dan muestras de comprender la clasificación de animales y plantas diversos según sus procesos vitales (cómo nacen, se desarrollan o se reproducen). Describen la interacción entre los animales y las plantas en el entorno (cadenas alimenticias...). Identifican los elementos principales del Sistema Solar. Utilizan modelos sencillos para explicar los efectos causados por el movimiento de la Tierra (días, noches, estaciones). Explican cómo funcionan algunas máquinas y aparatos y el tipo de energía que utilizan. Empiezan a hacer generalizaciones sencillas acerca de los fenómenos físicos. Vinculan las causas con los efectos a través de explicaciones sencillas. Describen las diferencias entre las propiedades de distintos materiales.

### **Tercer Ciclo**

#### **Franja 1**

Los alumnos identifican los órganos internos del cuerpo y sus funciones, incluyendo el esqueleto, los músculos y las articulaciones. Muestran una cierta comprensión del sistema nervioso y de los procesos de digestión, respiración, circulación sanguínea y reproducción. Relacionan factores tales como la dieta, el ejercicio y la higiene con la buena salud. Organizan a los seres vivos en grupos y describen la base de estas agrupaciones (cinco grupos de vertebrados, invertebrados, plantas y micro-organismos). Identifican las partes principales de los animales y las plantas y su función en sus procesos vitales. Dan muestras de comprender las interacciones entre los animales y las plantas en su entorno

(cadenas alimentarias...). Dan muestras de entender fenómenos físicos básicos como la energía y las fuerzas, la electricidad, el sonido y el magnetismo. Empiezan a hacer generalizaciones sencillas sobre los fenómenos físicos. Son capaces de vincular las causas con los efectos a través de explicaciones sencillas. Describen las diferencias entre las propiedades de distintos materiales.

## **Franja 2**

Los alumnos describen los procesos de digestión, respiración, circulación sanguínea, reproducción e identifican los órganos que intervienen en cada proceso. Dan muestras de entender cómo funciona el sistema nervioso. Comprenden la función de los fluidos corporales. Identifican las características externas e internas de las plantas y los animales. Utilizan claves que les ayuden a clasificar a los seres vivos en vertebrados, invertebrados y micro-organismos. Describen relaciones alimentarias usando cadenas y términos como depredador y presa. Comprenden la relación entre los seres vivos y el entorno. Demuestran sus conocimientos y su comprensión de los procesos físicos. Describen y explican fenómenos físicos. Hacen generalizaciones acerca de los fenómenos físicos. Utilizan ideas físicas para explicar fenómenos sencillos. Demuestran sus conocimientos y su comprensión de los materiales y sus propiedades. Describen las diferencias entre las propiedades de distintos materiales y explican cómo estas diferencias sirven para clasificar las sustancias. Utilizan términos científicos como condensación o evaporación para describir cambios.

## **Franja 3**

Los alumnos demuestran unos conocimientos y una comprensión cada vez mayores del cuerpo humano. Describen las funciones principales de los órganos corporales y explican su importancia. Describen las etapas principales del ciclo de la vida humana. Describen e identifican las funciones principales y las características externas e internas de los animales y las plantas. Describen las etapas principales de la vida animal y de las plantas con floración y señalan las similitudes entre ellas. Reconocen que hay una gran variedad de seres vivos y comprenden la importancia de su clasificación. Explican que en distintos hábitats se encuentran distintos organismos debido a diferencias en los factores ambientales. Demuestran conocimiento y comprensión de procesos físicos. Utilizan ideas para explicar cómo realizar una serie de cambios. Utilizan algunas ideas abstractas en sus descripciones de los fenómenos cotidianos. Demuestran cada vez mayor conocimiento y comprensión de los materiales y sus propiedades. Describen algunas propiedades metálicas y utilizan estas propiedades para distinguir los metales de otros sólidos. Identifican una serie de contextos en los cuales los materiales experimentan cambios.



## 5. GEOGRAFÍA E HISTORIA



### 5.1. Guía de la asignatura

#### Las ciencias sociales: Geografía e Historia

La Geografía y la Historia juegan un papel importante en la comprensión de los alumnos de su propio lugar en el mundo.

Al ir aprendiendo acerca de su comunidad local y del entorno más amplio, del presente así como del pasado, los alumnos desarrollan habilidades que les resultarán importantes en el futuro. A medida que aprenden a investigar, procesar y evaluar la información, van desarrollando poco a poco una postura responsable frente al mundo.

Desarrollar un conocimiento amplio de la sociedad y del mundo hace a los niños más capaces de evaluar la información desde diversos puntos de vista. La capacidad de empatizar y de pensar críticamente incrementará a su vez la conciencia de los niños en torno a sus propias actitudes y valores, así como su respeto por los demás.

Como en cualquier otra materia, es fundamental que los alumnos adquieran gradualmente más responsabilidad ante determinados aspectos de su propio aprendizaje y que reconozcan sus puntos fuertes, así como sus debilidades. La capacidad de pensar críticamente, de trabajar tanto de forma independiente como en equipo les preparará para muchas situaciones de su vida futura.

Las directrices de las siguientes páginas han sido diseñadas pensando en un equilibrio entre la acumulación de conocimientos y la adquisición de habilidades tales como investigar y evaluar, que resultan esenciales para la comprensión por parte de los alumnos del mundo que les rodea y de su propio lugar en ese mundo.

En el primer ciclo de la educación primaria, la Geografía y la Historia se presentan de forma globalizada, pero al final de Primaria se definen como áreas independientes. En los primeros años de primaria los niños reciben una introducción a técnicas de investigación sencillas en situaciones de aprendizaje guiadas, para así poder construir una base sólida para el aprendizaje y la investigación más independiente que les espera en el futuro. De la misma manera que los objetivos que se fijan van constituyendo retos cada vez más difíciles, la capacidad de los alumnos de planificar y realizar tareas investigadoras y llegar a conclusiones claras aumenta. Las siguientes directrices se

plantean para asegurar que cada niño tenga la oportunidad de desarrollar sus conocimientos y sus habilidades sistemáticamente, con coherencia, continuidad y progresión desde primero hasta sexto de primaria.

## 5.2. Habilidades para la investigación en Geografía e Historia

|                                                                                                                                                                          | Primer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Segundo ciclo                                                                                                                                                                                                                                                                                                                                                                                                              | Tercer ciclo                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Preparación de las tareas</b></p> <p>Planificar tareas de manera sistemática y lógica.</p> <p>Seleccionar fuentes apropiadas de información.</p>                   | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"> <li>• Sugerir (con ayuda) formas apropiadas de enfrentarse a tareas específicas. Por ejemplo, a los alumnos se les pregunta cómo se puede averiguar la cantidad de objetos que se reciclan en su casa. Las respuestas pueden ser: hacer una encuesta, escribir un diario...</li> <li>• Identificar textos informativos sencillos de los que puede extraerse material relevante.</li> </ul>                                       | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"> <li>• Hacer preguntas apropiadas y sugerir formas de enfrentarse a problemas y resolverlos.</li> <li>• Identificar fuentes de información adecuadas de una selección dada.</li> </ul>                                                                                                                                                       | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"> <li>• Crear un plan secuencial de cómo enfrentarse a una tarea investigadora específica.</li> <li>• Identificar una serie de fuentes adecuadas de entre una gama amplia y variada de información, de la que puedan extraerse datos relevantes.</li> </ul> |
| <p><b>Llevar a cabo tareas</b></p> <p>Seleccionar y procesar información relevante.</p> <p>Evaluar la información recogida y las técnicas utilizadas en ese proceso.</p> | <ul style="list-style-type: none"> <li>• Utilizar índices para encontrar información.</li> <li>• Encontrar información entre una variedad de fuentes, por ejemplo: exposiciones de clase, mapas sencillos, libros de ilustraciones, Internet.</li> <li>• Procesar información sencilla de distintas maneras. Por ejemplo: los niños hacen un diario dibujado de lo que reciclan en casa.</li> <li>• Identificar fuentes, de ficción y de información, con las que llevar más lejos su investigación.</li> </ul> | <ul style="list-style-type: none"> <li>• Utilizar textos de consulta de manera independiente para encontrar información.</li> <li>• Elegir técnicas adecuadas para recabar información.</li> <li>• Seleccionar y anotar información para un propósito específico de entre una gama de fuentes.</li> <li>• Distinguir entre las pruebas históricas y la prosa de ficción para llevar más lejos su investigación.</li> </ul> | <ul style="list-style-type: none"> <li>• Seleccionar y utilizar fuentes de ficción, y de información correctamente.</li> <li>• Empezar a evaluar si determinada técnica es adecuada para procesar una información.</li> <li>• Empezar a evaluar la fiabilidad de las fuentes de información.</li> </ul>                                  |



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| <p><b>Evaluar y exponer conclusiones</b></p> <p>Presentar los hallazgos de forma adecuada y coherente.</p> <p>Presentar conclusiones relevantes para la tarea en cuestión.</p> | <ul style="list-style-type: none"> <li>• Presentar la tarea contribuyendo a una exposición de clase y hacer presentaciones habladas y escritas sencillas sobre su trabajo dentro de la actividad de grupo.</li> <li>• Sacar conclusiones sencillas de sus hallazgos.</li> <li>• Responder a preguntas sencillas sobre lo que han averiguado.</li> </ul> | <ul style="list-style-type: none"> <li>• Presentar el trabajo y las averiguaciones a sus compañeros de distintas maneras: de forma oral, escrita, en formato de póster...</li> <li>• Seleccionar y utilizar las formas más adecuadas de presentar sus averiguaciones.</li> <li>• Presentar conclusiones claras.</li> </ul> | <ul style="list-style-type: none"> <li>• Presentar sus propias conclusiones en un informe con puntos claros.</li> <li>• Presentar conclusiones claras y razonadas.</li> </ul> |
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### 5.3. Contenidos de Geografía

| Áreas de estudio                                                                                                                                             | Primer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Segundo ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Tercer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>El mundo que nos rodea</b></p> <p>Desarrollar la comprensión de nuestro entorno local y más amplio, patrones meteorológicos y cambios estacionales</p> | <ul style="list-style-type: none"> <li>• Identificar y describir con sencillez elementos físicos fundamentales, por ejemplo un río, una montaña.</li> <li>• Reconocer algunas similitudes y diferencias básicas entre el paisaje urbano y el rural.</li> <li>• Identificar distintos paisajes naturales (la playa, la montaña...) y darse cuenta de sus diferencias.</li> <li>• Identificar las cuatro estaciones del año y sus características principales.</li> <li>• Describir los tipos principales de meteorología local y cómo influyen en su propia vida.</li> </ul> | <ul style="list-style-type: none"> <li>• Identificar y describir distintos paisajes del mundo: desierto, selva, regiones polares.</li> <li>• Describir y comparar los elementos físicos de distintos paisajes.</li> <li>• Describir los patrones meteorológicos españoles más importantes y cómo influyen en su propia vida y en los paisajes.</li> <li>• Reconocer algunas similitudes y diferencias entre el clima de España y el del Reino Unido y otros países europeos, y describir cómo influyen en su vida cotidiana y en la de los demás.</li> </ul> | <ul style="list-style-type: none"> <li>• Identificar, describir y comparar distintos ecosistemas.</li> <li>• Comprender las relaciones entre los seres vivos en un ecosistema (cadenas alimentarias).</li> <li>• Reconocer las relaciones entre los seres vivos y sus hábitats dentro de un ecosistema.</li> <li>• Demostrar cierto conocimiento sobre la meteorología mundial y los climas y las diferencias entre ellos.</li> <li>• Reconocer distintas zonas climáticas y describir cómo estas variaciones en las condiciones climáticas</li> </ul> |

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|                                                                                                                  | <ul style="list-style-type: none"> <li>• Reconocer algunas diferencias y similitudes básicas entre los patrones meteorológicos locales y los del Reino Unido u otros países europeos, y describir como influyen en la vida de sus habitantes.</li> <li>• Apreciar la importancia del agua en nuestra vida cotidiana.</li> <li>• Describir en términos sencillos el ciclo del agua en la naturaleza.</li> <li>• Ser conscientes de la importancia de los mapas como herramienta para encontrar información.</li> </ul>                                               | <ul style="list-style-type: none"> <li>• Identificar y secuenciar los componentes clave del ciclo del agua.</li> <li>• Utilizar mapas como una herramienta para ubicar lugares.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                         | <p>influyen en el paisaje y lo modifican.</p> <ul style="list-style-type: none"> <li>• Reconocer distintos tipos de medio ambiente relacionados con zonas climáticas.</li> <li>• Utilizar los mapas como herramientas para ubicar lugares y para recabar información sobre distintos paisajes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Nuestra vida cotidiana</b></p> <p>Desarrollar la comprensión de nuestra vida diaria y la de los demás.</p> | <ul style="list-style-type: none"> <li>• Describir los elementos de su rutina diaria.</li> <li>• Comparar su rutina diaria con la de los niños de otros países e identificar algunas similitudes y diferencias, como la comida o el horario escolar.</li> <li>• Identificar el papel de los miembros de la familia y de los amigos en la vida cotidiana.</li> <li>• Reconocer el papel de todo el personal escolar y apreciar la forma en que nos ayudan todos los días.</li> <li>• Reconocer su propio papel y el de los demás en casa y en el colegio.</li> </ul> | <ul style="list-style-type: none"> <li>• Comparar su rutina diaria con las de los niños de otros países e identificar y describir algunas similitudes y diferencias, como la comida o la organización escolar.</li> <li>• Describir el papel de los miembros de la familia en su vida diaria en casa y en el colegio.</li> <li>• Reconocer el papel de todo el personal escolar y mostrar respeto y aprecio por su ayuda diaria.</li> <li>• Reconocer su propio papel y el de los demás en casa y en el colegio y discutir maneras de ayudar y de compartir las tareas.</li> </ul> | <ul style="list-style-type: none"> <li>• Reconocer su propio papel como miembros de una comunidad.</li> <li>• Comparar su rutina diaria con la de niños de diversos países (incluyendo niños del Tercer Mundo) e identificar y describir algunas similitudes y diferencias.</li> <li>• Reconocer y describir diversos factores que influyen en las diferencias entre sus propias vidas y las de la gente de otros países, y, si es posible, empezar a razonar cómo mejorar determinadas condiciones.</li> <li>• Reconocer su propio papel y el de los demás en casa, en el colegio y como miembros de una comunidad más amplia, y discutir maneras de ayudar y de compartir las tareas.</li> </ul> |



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| <p><b>La compleja vida que nos rodea</b></p> <p>Desarrollar la comprensión por la forma en que nuestra vida se ve influida por factores externos.</p> | <ul style="list-style-type: none"> <li>• Identificar los rasgos principales de su pueblo o ciudad: edificios importantes, instalaciones para el ocio, etc. y el propósito al que sirven.</li> <li>• Identificar a la gente y las profesiones que proporcionan determinados servicios.</li> <li>• Comprender la idea de vecindario e identificar a los vecinos.</li> <li>• Hacer observaciones acerca de diferentes medios de transporte utilizados en su entorno cercano y clasificarlos de distintas maneras.</li> <li>• Identificar algunos medios de comunicación interpersonal como el teléfono o el correo.</li> <li>• Identificar maneras mediante las cuales nos comunicamos con el resto del mundo: la televisión, los periódicos...</li> <li>• Participar en el colegio en fiestas tanto locales como las que se celebran en países de habla inglesa.</li> </ul> | <ul style="list-style-type: none"> <li>• Leer mapas para:             <ul style="list-style-type: none"> <li>- Encontrar los rasgos principales de una determinada ciudad o pueblo.</li> <li>- Localizar España y otros países europeos y sus ciudades principales.</li> </ul> </li> <li>• Seguir un producto desde su fabricación hasta el resultado final, identificando las profesiones involucradas en el proceso.</li> <li>• Identificar y describir de forma sencilla los elementos de la organización política de su localidad.</li> <li>• Discutir las ventajas y los inconvenientes de distintos medios de comunicación interpersonal.</li> <li>• Comparar distintos medios de comunicación global y describir su eficacia.</li> <li>• Ser conscientes de qué forma la publicidad influye en lo que compramos.</li> <li>• Aprender sobre, y participar en algunas celebraciones culturales importantes de España y de países de habla inglesa.</li> </ul> | <ul style="list-style-type: none"> <li>• Leer mapas para:             <ul style="list-style-type: none"> <li>- Encontrar los elementos principales de una ciudad o pueblo en un plano.</li> <li>- Localizar países y descubrir más cosas sobre ellos utilizando las leyendas.</li> </ul> </li> <li>• Identificar distintos tipos de actividad económica: sectores agrícola, industrial y de servicios.</li> <li>• Discutir e investigar posibles razones de los recientes cambios en la actividad económica y sus efectos.</li> <li>• Identificar y describir elementos de la organización política de España.</li> <li>• Identificar diferencias en el desarrollo de distintos países y los factores que influyen en él.</li> <li>• Repasar e investigar las reformas y los cambios sufridos por distintos tipos de transportes a lo largo del tiempo, y discutir sus beneficios y sus inconvenientes.</li> <li>• Investigar y analizar los cambios sufridos por distintos medios de comunicación interpersonal y global a lo largo del tiempo.</li> <li>• Analizar distintos anuncios en distintos medios y comprender</li> </ul> |
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|                                                                                                                                      |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>que los anuncios pueden influir en lo que compramos.</p> <ul style="list-style-type: none"><li>• Investigar el origen de una fiesta cultural concreto, discutir y compararlo con las celebraciones en diferentes países.</li></ul>                                                                                                                               |
| <p><b>El cuidado de nuestro mundo</b></p> <p>Desarrollar la comprensión de la interacción entre los humanos y el medio ambiente.</p> | <ul style="list-style-type: none"><li>• Reconocer cómo puede mejorarse el colegio y el entorno local, por ejemplo recogiendo la basura.</li><li>• Identificar objetos que pueden reciclarse y participar activamente en proyectos de reciclaje de toda la clase.</li></ul> | <ul style="list-style-type: none"><li>• Describir cómo las personas pueden tanto dañar como mejorar el medio ambiente.</li><li>• Evaluar las ventajas y los inconvenientes de distintos medios de transporte y su efecto sobre el medio ambiente.</li><li>• Reconocer cambios en el medio ambiente e identificar su causa: producidos por el hombre (contaminación) o naturales (terremoto).</li><li>• Identificar objetos que se pueden reciclar y participar activamente en proyectos de reciclaje de toda la clase.</li></ul> | <ul style="list-style-type: none"><li>• Identificar e investigar las formas en las que los humanos dañan el entorno y discutir cómo mejorar el medio ambiente.</li><li>• Discutir distintas formas de protección de la naturaleza y de gestión del medio ambiente.</li><li>• Diseñar y organizar un proyecto para contribuir a mejorar el medio ambiente.</li></ul> |

Para poder cubrir los objetivos se puede enseñar a los alumnos a través de distintos proyectos, utilizando tanto textos de ficción como de información. Por ejemplo, comparando su propia localidad con otra en España o en el Reino Unido; analizando la influencia del agua sobre la gente y el medio ambiente, estudiando el reciclaje, etc.



#### 5.4.- Franjas de competencia

Las franjas de competencia definen el nivel de los alumnos al FINAL DE CADA CICLO. Las tres franjas corresponden a tres niveles (del más bajo al más alto).

El nivel de un alumno al finalizar el segundo año del ciclo debería corresponderse con una de las tres franjas descritas. La estimación de porcentaje en cada una de ellas es de:

- **Franja 1, 10% de los alumnos**
- **Franja 2, 70% de los alumnos**
- **Franja 3, 20% de los alumnos**

#### Primer Ciclo

##### Franja 1

Los alumnos muestran conocimientos, técnicas y comprensión básicas en estudios del entorno. Reconocen los elementos físicos y humanos principales en su entorno local, y son capaces de identificar los rasgos físicos principales de otras zonas.

##### Franja 2

Los alumnos muestran conocimientos, técnicas y comprensión básicas en estudios a escala local. Reconocen y hacen observaciones sobre los elementos físicos y humanos de su entorno local. Son conscientes de la existencia de lugares más allá de su localidad. Empiezan a reconocer cómo la gente influye en el medio ambiente. Utilizan los recursos que se les dan y sus propias observaciones para responder a preguntas sobre lugares y ambientes.

##### Franja 3

Los alumnos muestran conocimientos, técnicas y comprensión en estudios del entorno local. Describen rasgos físicos y humanos de distintos lugares y hacen observaciones específicas sobre esos lugares. Reconocen cómo la gente influye en el medio ambiente. Utilizan los recursos que se les da y sus propias observaciones para hacer preguntas y dar respuestas sobre lugares y ambientes.

#### Segundo Ciclo

##### Franja 1

Los alumnos muestran conocimientos básicos, técnicas y comprensión en estudios sobre diversos lugares y ambientes. Empiezan a describir y a

comparar distintos rasgos humanos y físicos de localidades diversas. Son conscientes de que distintos lugares pueden tener características tanto similares como diferentes. Reconocen cómo las personas intentan mejorar y mantener el medio ambiente. Utilizan sus habilidades y distintas fuentes de información para responder a preguntas de geografía.

## **Franja 2**

Los alumnos muestran conocimientos básicos, técnicas y comprensión en estudios sobre diversos lugares y ambientes. Describen y comparan distintos rasgos humanos y físicos de lugares distintos. Empiezan a reconocer y a describir patrones geográficos y a apreciar la importancia de la zona geográfica general para comprender los lugares. Empiezan a reconocer y a describir procesos físicos y humanos. Comienzan a entender cómo estos procesos pueden cambiar los rasgos de un lugar, las vidas y actividades de la gente que lo habita. Describen cómo la gente puede tanto mejorar como dañar el medio ambiente. Utilizan técnicas y fuentes de información para responder a una serie de preguntas geográficas y empiezan a utilizar un vocabulario adecuado para comunicar sus hallazgos.

## **Franja 3**

Los alumnos muestran sus conocimientos, técnicas y comprensión en estudios sobre diversos lugares y ambientes. Reconocen y describen patrones geográficos y aprecian la importancia de la zona geográfica general para comprender los lugares. Reconocen y describen procesos físicos y humanos; demuestran entender cómo estos procesos pueden cambiar los rasgos de los lugares y que estos cambios influyen en las vidas y actividades de la gente que los habita. Ofrecen razones para justificar algunas de sus observaciones y juicios sobre lugares y ambientes. Describen cómo la gente puede tanto mejorar como dañar el medio ambiente y explican sus propios puntos de vista sobre ello. Utilizan una serie de técnicas geográficas para ayudarles a investigar lugares y ambientes. Utilizan un vocabulario adecuado para responder a preguntas geográficas y para comunicar sus hallazgos.

## **Tercer Ciclo**

### **Franja 1**

Los alumnos muestran conocimientos básicos, técnicas y comprensión en estudios sobre una serie diversa de lugares y ambientes en distintas partes del mundo. Empiezan a describir patrones geográficos y procesos físicos y



humanos. Empiezan a entender cómo estos procesos pueden cambiar los rasgos de los lugares y que estos cambios influyen en la vida y las actividades de las personas que los habitan. Sugieren explicaciones sobre los efectos de la actividad humana en el medio ambiente y sobre los distintos puntos de vista en torno a estos cambios. Reconocen de qué forma la gente intenta proteger el medio ambiente. Empiezan a explorar cuestiones geográficas relevantes y a comunicar sus hallazgos utilizando un vocabulario apropiado.

## **Franja 2**

Los alumnos muestran sus conocimientos, técnicas y comprensión en estudios sobre a una gama amplia de lugares y ambientes que van desde el ámbito local hasta el global. Empiezan a ofrecer explicaciones de patrones geográficos y de una serie de procesos humanos y físicos. Reconocen que estos procesos pueden dar lugar a similitudes o diferencias en los ambientes de distintos lugares y en las vidas de la gente que los habita. Reconocen y sugieren distintos modos de enfocar la protección medioambiental. Sugieren preguntas geográficas relevantes y secuencias de investigación apropiadas utilizando una serie de habilidades y recursos. Presentan sus hallazgos de manera coherente.

## **Franja 3**

Los alumnos muestran sus conocimientos, técnicas y comprensión en estudios sobre a una gama amplia de lugares y ambientes que van desde el ámbito local hasta el global. Describen y ofrecen explicaciones de patrones geográficos y de una serie de procesos humanos y geográficos. Reconocen que estos procesos pueden dar lugar a similitudes y diferencias en los ambientes de distintos lugares y en las vidas de la gente que los habita. Reconocen y describen distintos modos de enfocar la protección medioambiental. Sugieren preguntas geográficas relevantes y secuencias de investigación apropiadas utilizando una serie de habilidades y recursos. Presentan sus hallazgos de manera coherente.

### 5.5.- Contenidos de Historia

| Áreas de estudio                                                                                                                                                                             | Primer ciclo                                                                                                                                                                                                                                                                                                     | Segundo ciclo                                                                                                                                                                                                                                                                                                                                                                                | Tercer ciclo                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personajes y acontecimientos importantes del pasado</b><br><br>Desarrollar la comprensión de hechos distintivos del pasado y de la importancia de determinados personajes en la historia. | <b>Los alumnos serán capaces de:</b> <ul style="list-style-type: none"> <li>• Identificar y hablar de personajes y hechos del pasado que les parecen importantes, en relación con su familia o su comunidad.</li> <li>• Escuchar historias que ocurren en el pasado y describir lo que han aprendido.</li> </ul> | <b>Los alumnos serán capaces de:</b> <ul style="list-style-type: none"> <li>• Identificar y discutir sobre la vida de unos pocos hombres y mujeres significativos de la historia de España/Reino Unido y del mundo en general: pintores, gobernantes, exploradores, escritores...</li> <li>• Mostrar que comprenden las características principales de las sociedades estudiadas.</li> </ul> | <b>Los alumnos serán capaces de:</b> <ul style="list-style-type: none"> <li>• Hacer y responder a preguntas sobre rasgos característicos: ideas, creencias, actitudes y experiencias de los periodos y sociedades estudiadas.</li> <li>• Demostrar que son conscientes de la diversidad social, cultural, religiosa y étnica de las sociedades estudiadas.</li> </ul> |
| <b>El efecto de los cambios sobre nuestro mundo</b><br><br>Desarrollar conciencia de los cambios que suceden en nuestras vidas y ser capaces de relacionarlos con el pasado.                 | <ul style="list-style-type: none"> <li>• Identificar cambios que hayan tenido lugar en su propia vida y en las de los demás.</li> <li>• Identificar cambios que hayan afectado a su comunidad.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Identificar diferencias entre tipos de vida de distintas épocas.</li> <li>• Demostrar que son conscientes de los cambios que han experimentado las casas, la vestimenta y la comida a lo largo del tiempo.</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>• Identificar y describir las razones y los resultados de los acontecimientos históricos, las situaciones y los cambios en los periodos estudiados.</li> <li>• Analizar de forma sencilla cómo influye el pasado en los acontecimientos del presente.</li> </ul>                                                               |
| <b>Ordenar acontecimientos históricos importantes del pasado</b><br><br>Desarrollar la                                                                                                       | <ul style="list-style-type: none"> <li>• Demostrar que son conscientes de la secuencia del año y el orden de los hechos de su vida y de la de los demás: empezar el colegio, los cumpleaños...</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Demostrar que son conscientes de que el pasado puede dividirse en distintos periodos de tiempo.</li> <li>• Situar acontecimientos, personajes y cambios</li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Utilizar fechas y vocabulario relacionado con el paso del tiempo, incluyendo: antiguo, moderno, AC, DC, siglo y década.</li> <li>• Situar acontecimientos, personajes y cambios</li> </ul>                                                                                                                                   |



|                                                                                                                                              |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                             |
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| comprensión de la relación entre el paso del tiempo y hechos específicos del pasado                                                          | <ul style="list-style-type: none"> <li>• Utilizar formas adecuadas de describir y medir el tiempo: meses/años, ayer/hoy/mañana, antes/después.</li> <li>• Crear una cronología sencilla para mostrar acontecimientos importantes de su propia vida.</li> </ul>                     | <p>en amplios periodos de tiempo.</p> <ul style="list-style-type: none"> <li>• Crear y utilizar cronologías en las que situar acontecimientos importantes de su vida y de la de los demás.</li> </ul>                                                                                                                                   | <p>en su periodo de tiempo correcto, estableciendo relaciones entre ellos.</p> <ul style="list-style-type: none"> <li>• Ser cada vez más conscientes de que hay distintos periodos de tiempo, reconociendo algunas similitudes y diferencias entre ellos.</li> </ul>                                                                                                                                        |
| <p><b>Evidencia histórica</b></p> <p>Desarrollar la comprensión de cómo los artefactos históricos pueden abrirnos una ventana al pasado.</p> | <ul style="list-style-type: none"> <li>• Mostrar objetos del pasado, describir su utilidad y explicar por qué eran importantes.</li> <li>• Comparar y contrastar sus propias vidas con las de otros niños del pasado utilizando fotografías, películas y otras fuentes.</li> </ul> | <ul style="list-style-type: none"> <li>• Darse cuenta de que aprendemos del pasado gracias a restos y a diversos objetos.</li> <li>• Hacer y responder a preguntas sobre el pasado basadas en observaciones sencillas.</li> <li>• Investigar sobre hechos, personajes y cambios utilizando distintas fuentes de información.</li> </ul> | <ul style="list-style-type: none"> <li>• Demostrar que son conscientes de las distintas maneras en las que el pasado se representa y se interpreta.</li> <li>• Investigar sobre hechos, personajes y cambios a partir de fuentes de información que van más allá de simples observaciones, incluyendo: fuentes impresas, CD-roms, páginas web y visitas a museos y lugares de interés histórico.</li> </ul> |

Para poder abarcar los contenidos descritos más arriba, se anima a los profesores a elegir los temas o proyectos cuidadosamente para que los niños obtengan una visión general de los cambios que se han sucedido a lo largo del tiempo, tengan acceso a la evidencia histórica y oportunidad de practicar sus habilidades de investigación e información. Estos temas podrían incluir:

- Un estudio de la historia local para investigar un hecho o un personaje importante para la zona.
- Un estudio, de Historia del Mundo o de Europa, sobre los rasgos más importantes y el modo de vida de una sociedad del pasado: Roma, el Antiguo Egipto...
- Un estudio basado en un periodo específico de la historia (la época medieval) o una civilización del pasado (los romanos) con efecto directo sobre la historia tanto de España como del Reino Unido. El estudio se centraría en:

- Hechos y personajes significativos que hicieron historia en un momento dado del pasado.
- Una visión general de la vida cotidiana de hombres, mujeres y niños de distintos sectores sociales.
- Similitudes y diferencias entre la historia de España y de Gran Bretaña.

### 5.6. Franjas de competencia en Historia

Las franjas de competencia definen el nivel de los alumnos al FINAL DE CADA CICLO. Las tres franjas corresponden a tres niveles (del más bajo al más alto).

El nivel de un alumno al finalizar el segundo año del ciclo debería corresponderse con una de las tres franjas descritas. La estimación de porcentaje en cada una de ellas es de:

- **Franja 1, 10% de los alumnos**
- **Franja 2, 70% de los alumnos**
- **Franja 3, 20% de los alumnos**

#### Primer Ciclo

##### Franja 1

Los alumnos reconocen la diferencia entre el pasado y el presente en sus propias vidas. Comprenden términos básicos acerca del paso del tiempo. Demuestran comprensión de episodios concretos en relatos sobre el pasado.

##### Franja 2

Los alumnos reconocen la diferencia entre el pasado y el presente en sus vidas y en las de los demás. Utilizan algunos términos relativos al paso del tiempo. Son capaces de relatar episodios de historias sobre el pasado con algo de ayuda. Pueden responder a preguntas sencillas sobre el pasado.

##### Franja 3

Los alumnos muestran su incipiente sentido de la cronología colocando algunos hechos y objetos ordenadamente y utilizando términos cotidianos sobre el paso del tiempo. Les resultan familiares, y son capaces de relatar episodios de historias sobre el pasado. Encuentran la respuesta a preguntas sencillas sobre el pasado a partir de fuentes de información.



## Segundo Ciclo

### Franja 1

Los alumnos muestran un creciente sentido de la cronología:

- Comprendiendo términos relativos al paso del tiempo.
- Colocando acontecimientos importantes de su vida en orden cronológico.
- Reconociendo que sus vidas son diferentes a las de las personas que vivieron en el pasado.

Responden a preguntas sencillas sobre el pasado. Muestran conciencia de aspectos del pasado que han estudiado.

### Franja 2

Los alumnos muestran un creciente sentido de la cronología:

- Utilizando términos relativos al paso del tiempo.
- Colocando acontecimientos y objetos de su vida en orden cronológico.
- Reconociendo de qué manera sus vidas son diferentes a las de la gente en el pasado.

Observan y utilizan fuentes de información para responder a preguntas sobre el pasado basadas en observaciones sencillas. Muestran conciencia y comprensión de aspectos del pasado, hechos principales y personajes estudiados.

### Franja 3

Los alumnos muestran una comprensión creciente de la cronología:

- Utilizando términos relativos al paso del tiempo.
- Colocando hechos y objetos de su vida y de la de otras personas en orden cronológico.
- Dándose cuenta de que el pasado puede dividirse en distintos periodos de tiempo.

Manejan fuentes de información que van más allá de la simple observación para responder a preguntas sobre el pasado. Muestran conocimientos y comprensión de ciertos aspectos del pasado, hechos principales y personajes estudiados. Empiezan a reconocer que hay razones que explican por qué la gente del pasado actuó de una determinada manera.

## Tercer Ciclo

### Franja 1

Los alumnos muestran su creciente comprensión de la cronología utilizando términos relativos al paso del tiempo, dándose cuenta que el pasado

puede dividirse en distintos periodos de tiempo y colocando acontecimientos y objetos en una línea cronológica. Muestran comprensión de aspectos del pasado, acontecimientos principales y personajes de las sociedades que han estudiado. Utilizan fuentes de información que van más allá de la simple observación para responder a preguntas sobre el pasado.

## **Franja 2**

Demuestran conciencia y comprensión de los acontecimientos principales del pasado y de las sociedades que han estudiado. Pueden identificar rasgos clave, acontecimientos y personajes de distintos periodos. Identifican algunas de las maneras de representar el pasado. Empiezan a seleccionar y a combinar información de distintas fuentes para su trabajo.

## **Franja 3**

Demuestran conocimiento real y comprensión de aspectos de la historia que han estudiado. Pueden describir rasgos y hechos característicos, identificar personajes y cambios dentro de y a lo largo de distintos periodos. Muestran cierta comprensión de que determinados aspectos del pasado han sido representados e interpretados de distintas maneras. Empiezan a producir trabajo estructurado utilizando información procedente de distintas fuentes.



## 6. EDUCACIÓN ARTÍSTICA



### 6.1. Introducción

#### La naturaleza única de la Educación Artística

La Educación Artística tiende a situarse al margen del resto de las áreas curriculares por muchas razones. La principal es que se distingue de otras asignaturas porque los niños comunican sus ideas de una forma muy particular –de forma VISUAL. Sin embargo, esta asignatura a menudo se considera aparte porque se entiende como menos importante que otras áreas curriculares, o simplemente como un tiempo en el que se puede *ir terminando* actividades que se han dejado sin hacer de otras partes del currículum.

Si se explotan adecuadamente, la Educación Artística puede ofrecer excelentes oportunidades para que los niños se expresen de forma única. No sólo eso: a través de la Educación Artística pueden desarrollarse determinadas habilidades asociadas más frecuentemente con la lectura y la escritura, las Ciencias o la Historia, de forma que resultan complementarias de otras asignaturas.

#### ¿Cuáles deberían ser nuestros objetivos?

- La Educación Artística debería ofrecer a los niños la oportunidad de:
- Estimular su creatividad y su imaginación a través de experiencias visuales, táctiles y sensoriales.
  - Comprender y responder al mundo de forma individual.
  - Desarrollar su comprensión de la línea, la forma, el color, el tono, la textura, el estampado, la perspectiva, la imagen y los medios de comunicación.
  - Desarrollar su capacidad para utilizar materiales y procesos para transmitir sentimientos, significado e ideas.
  - Explorar las ideas y el significado de la obra de artistas y diseñadores importantes.
  - Aprender cosas acerca de las diferentes funciones de la Educación Artística en sus propias vidas y a lo largo de la Historia.
  - Aprender cómo hacer juicios sosegados y tomar decisiones estéticas prácticas.
  - Aprender a hacer críticas constructivas y a aceptar las que les hagan sus compañeros.
  - Involucrarse activamente en darle forma a su colegio, a su casa y a su entorno local.

## **¿Cómo debería progresar la enseñanza de la Educación Artística en Primaria?**

La Educación Artística debería ser, ante todo, estimulante para los niños. El objetivo debería ser desarrollar la imaginación de los niños ofreciéndoles actividades artísticas, artesanales y de diseño que, en los primeros años de primaria, deberían relacionarse con la propia identidad y las experiencias de los niños.

Durante el segundo y tercer ciclo de primaria, el profesor debería tener como objetivo el desarrollo de la creatividad y la imaginación del niño, cimentando los conocimientos, las habilidades y la comprensión a través de actividades más complejas. Las experiencias de los niños les ayudan a desarrollar una comprensión más amplia del papel que el arte y el diseño juegan en el mundo.

## **¿Es conveniente utilizar un libro de texto?**

Como en todas las asignaturas, los libros de texto pueden suponer una buena fuente de ideas. Sin embargo, la misma naturaleza de la Educación Artística y el hecho de que el acento se ponga en la creatividad y en la necesidad de experimentar con diversas técnicas y materiales, hace que seguir un libro de texto como único soporte constituya una experiencia muy limitada. Con la llegada de Internet, es posible encontrar una gran riqueza de información para profesores, estupendos planes para clases y, lo más emocionante, la oportunidad de entrar virtualmente en los museos del mundo. Con semejante tecnología al alcance de la mano parece una lástima concentrar nuestro esfuerzo en un recurso bidimensional de un solo material. Además, si se sigue un enfoque inter-curricular a lo largo de Primaria, podría ser difícil encontrar en un libro de texto el material que necesitamos para complementar un tema.

## **¿Cómo se pueden desarrollar las destrezas del lenguaje a través de la Educación Artística?**

Las destrezas del lenguaje forman una parte muy importante de la Educación Artística, especialmente cuando los niños tienen que formarse una opinión crítica. La capacidad de escuchar y de hablar, por ejemplo, se desarrolla a través de actividades tales como:

- practicar con lenguaje funcional, por ejemplo, pidiendo materiales;
- discutir los pasos a seguir para realizar una tarea;
- evaluar los mejores materiales a utilizar y las técnicas a emplear;
- describir un cuadro y dar una respuesta personal ante él;
- comparar distintas obras de arte;
- hacer juicios sobre el trabajo del propio alumno, de un amigo, o de un artista;



- evaluar el propio diseño o el de otros niños;
- hacer comentarios personales sobre la obra del propio alumno o la vida/obra de un artista.

La lectura y la escritura pueden desarrollarse a través de actividades como:

- seguir instrucciones para completar una tarea;
- buscar información sobre un artista o su obra a partir de textos informativos o de Internet;
- escribir biografías cortas de artistas famosos;
- dar una opinión sobre un cuadro, una escultura, etc., por escrito;
- ordenar las actividades a partir de información pictórica o escrita después de realizar la tarea;
- hacer afirmaciones personales sobre el trabajo del alumno, el de un amigo o el de un artista.

6.2. Contenidos

|                             | Primer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Segundo ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Tercer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Conocimientos y comprensión | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"><li>• Identificar elementos táctiles y visuales incluyendo color, estampado, textura, línea y tono, forma y tipo de imagen (fotografía, pintura, collage)</li><li>• Identificar materiales utilizados en el arte, la artesanía y el diseño.</li><li>• Ser conscientes de las utilidades básicas del arte en los medios de comunicación.</li><li>• Ser conscientes de las diferencias y las similitudes entre las obras de unos pocos artistas conocidos.</li></ul> | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"><li>• Identificar y describir elementos táctiles y visuales incluyendo color, estampado y textura, línea y tono, forma, silueta y espacio, perspectiva, tipo de imagen y medio. Decidir cómo se pueden combinar con distintos objetivos.</li><li>• Identificar materiales utilizados en el arte, la artesanía y el diseño y ser conscientes de cómo pueden crearse efectos diferentes al utilizarlos.</li><li>• Utilizar sus crecientes conocimientos de medios artísticos para seleccionar el más adecuado para cada tarea.</li><li>• Identificar y describir las diferencias y similitudes entre las obras de artistas conocidos de distintas épocas.</li></ul> | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"><li>• Identificar y describir elementos táctiles y visuales incluyendo color, estampado y textura, línea y tono, forma, silueta y espacio, perspectiva, tipo de imagen y medio. Decidir cómo se pueden combinar y organizar para distintos propósitos.</li><li>• Identificar materiales, técnicas y procesos utilizados en la creación artística, artesanal y en el diseño, y ser conscientes de cómo pueden crearse efectos diferentes al utilizarlos.</li><li>• Identificar y describir las diferencias y las similitudes entre las obras de artistas, diseñadores y arquitectos que trabajan en distintas épocas y culturas.</li></ul> |

### 6.3. Habilidades

|                                     | Primer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                 | Segundo ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Tercer ciclo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Explorar y desarrollar ideas</b> | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"> <li>• Utilizar observaciones de primera mano, su imaginación y sus experiencias personales como inspiración para sus proyectos y tareas.</li> <li>• Hacer preguntas sobre los puntos de partida de su trabajo.</li> <li>• Recoger información visual que les ayude a desarrollar sus ideas.</li> </ul>                                                        | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"> <li>• Utilizar observaciones de primera mano, su imaginación y sus experiencias personales, así como su creciente conciencia del mundo, como inspiración para sus proyectos y tareas.</li> <li>• Hacer preguntas sobre los puntos de partida de sus trabajos.</li> <li>• Buscar y recoger información visual que les ayude a desarrollar sus ideas.</li> </ul>                                                 | <p><b>Los alumnos serán capaces de:</b></p> <ul style="list-style-type: none"> <li>• Utilizar observaciones de primera mano, su imaginación, sus experiencias personales y su creciente conciencia del mundo como inspiración para proyectos y tareas.</li> <li>• Valorar los puntos de partida adecuados para su trabajo y seleccionar ideas para utilizar en él, por ejemplo: ellos mismos, sus experiencias, historias, objetos naturales y manufacturados y su entorno local.</li> <li>• Buscar y seleccionar información visual que les ayude a desarrollar sus ideas.</li> </ul> |
| <b>Investigar y crear</b>           | <ul style="list-style-type: none"> <li>• Probar distintas herramientas de forma libre y espontánea, por ejemplo pintura, ceras y telas.</li> <li>• Observar y dibujar objetos seleccionados del entorno cercano de los niños.</li> <li>• Utilizar líneas libremente para construir formas.</li> <li>• Hacer composiciones sencillas o construir estructuras.</li> <li>• Dibujar, pintar y modelar objetos observados, como casas,</li> </ul> | <ul style="list-style-type: none"> <li>• Utilizar unos pocos métodos para crear imágenes de forma libre y espontánea pero dando muestras de mayor control, por ejemplo, mezclando colores para obtener el efecto deseado.</li> <li>• Observar y dibujar los motivos que se les den dibujando, pintando y haciendo bocetos.</li> <li>• Controlar las líneas para hacer formas mostrando nociones de escala.</li> <li>• Crear composiciones o hacer estructuras en tres dimensiones.</li> </ul> | <ul style="list-style-type: none"> <li>• Utilizar una mayor variedad de métodos o combinaciones de métodos de forma libre e imaginativa dando pruebas de control sobre su trabajo.</li> <li>• Dibujar, modelar y construir a partir de objetos observados con mayor detalle.</li> <li>• Controlar líneas para hacer formas mostrando mayor comprensión de la escala y cierta comprensión de la perspectiva.</li> <li>• Crear composiciones más complejas y</li> </ul>                                                                                                                  |



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| Investigar y crear | <p>barcos o plantas, intentando ser realistas en el color, el detalle y la forma.</p> <ul style="list-style-type: none"> <li>• Crear imágenes y objetos a través de la observación y basada en visitas a museos, galerías o parques.</li> <li>• Crear imágenes basadas en ideas o sentimientos.</li> <li>• Investigar las posibilidades de distintos materiales, basándose en ejemplos como la arcilla, el papel maché o la escayola para un proyecto con ayuda del profesor, por ejemplo: el mejor material para construir un huevo de Pascua.</li> <li>• Investigar el proceso que implica un diseño, por ejemplo; pintar o hacer un collage. Ser capaz de ordenar las instrucciones.</li> <li>• Mostrar conciencia creciente de la importancia del color en nuestra vida cotidiana, la manera en la que el color puede representar una atmósfera (por ejemplo, el gris para un día lluvioso) demostrando su creciente conocimiento de los colores primarios y secundarios.</li> <li>• Empezar a trabajar solos en un proyecto</li> </ul> | <ul style="list-style-type: none"> <li>• Dibujar, pintar y modelar objetos observados como casas, barcos o plantas, intentando ser realistas en el color, el detalle y la forma.</li> <li>• Crear algunas imágenes y objetos con distintos medios, a partir de la observación y basados en visitas a museos, galerías y parques.</li> <li>• Transmitir emociones, ideas y sentimientos en dos y tres dimensiones.</li> <li>• Investigar las cualidades visuales y táctiles de algunos materiales para encontrar el medio más apropiado a la tarea planteada.</li> <li>• Investigar el proceso que implica un diseño (pintar, hacer collage, esculpir, etc), y ser capaces de plantear una serie de pasos para llevarlo a cabo.</li> <li>• Ser cada vez más consciente de la importancia del color en nuestra vida cotidiana, de la manera en que el color puede representar atmósferas o estados de ánimo, y refinar el color mezclando diversas técnicas y demostrando sus conocimientos de los colores primarios, secundarios y terciarios.</li> </ul> | <p>estructuras en tres dimensiones.</p> <ul style="list-style-type: none"> <li>• Dibujar, pintar y modelar a partir de motivos observados, como casas, barcos, plantas o personas, intentando ser realistas respecto del espacio, el color y el tono, el detalle, la forma y la perspectiva.</li> <li>• Crear varias imágenes y objetos con distintos medios, a partir de la observación detallada y basados en visitas a museos, galerías y parques.</li> <li>• Transmitir sentimientos, ideas y emociones, reales e imaginarias, en dos y tres dimensiones.</li> <li>• Investigar y combinar las cualidades visuales y táctiles de los materiales con distintos procesos, para encontrar los medios más adecuados para llevar a cabo un proyecto personal.</li> <li>• Investigar los posibles procesos que conlleva un diseño: pintura, collage, grabado, medios digitales, etc, y decidir los pasos a seguir.</li> <li>• Mostrar mayor conciencia de la importancia del color en nuestra vida</li> </ul> |
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|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Investigar y crear          | <p>con la ayuda del profesor.</p> <ul style="list-style-type: none"> <li>• Modelar objetos en 3 dimensiones.</li> </ul>                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Trabajar satisfactoriamente en un proyecto, con mayor independencia.</li> <li>• Empezar a trabajar en un proyecto en grupo con ayuda del profesor.</li> <li>• Crear un artefacto en dos y tres dimensiones.</li> <li>• Crear un dibujo sencillo a distintas escalas.</li> </ul>                                                                                                                                                      | <p>cotidiana, la forma en que el color puede representar un ambiente y un estado de ánimo, y refinar su color mezclando técnicas y demostrando conocimiento de los colores primarios, secundarios y terciarios. Utilizar su creciente conocimiento de la luz y la oscuridad para acentuar la sombra, las zonas de luz, la profundidad y la distancia.</p> <ul style="list-style-type: none"> <li>• Trabajar satisfactoriamente solos en un proyecto.</li> <li>• Trabajar satisfactoriamente en un proyecto en grupo.</li> <li>• Crear un objeto en dos y tres dimensiones probando la eficacia de distintos materiales.</li> <li>• Crear un objeto a distintas escalas.</li> </ul> |
| Evaluar y desarrollar ideas | <ul style="list-style-type: none"> <li>• Con ayuda, describir un cuadro o un objeto y dar una respuesta personal sencilla.</li> <li>• Hacer comentarios sencillos sobre el trabajo propio y el de los demás.</li> <li>• Desarrollar respeto por su propio trabajo y el de los demás.</li> <li>• Identificar lo que podrían cambiar en el trabajo que estén haciendo con ayuda del profesor.</li> <li>• Trabajar con los demás, escuchando y</li> </ul> | <ul style="list-style-type: none"> <li>• Describir un cuadro o un objeto y dar una respuesta personal.</li> <li>• Comentar un producto terminado, comparando ideas y métodos utilizados en su propio trabajo y en el de los demás.</li> <li>• Desarrollar respeto por su propio trabajo y el de los demás y aprender a dar y recibir críticas constructivas y elogios.</li> <li>• Identificar lo que podrían cambiar en el trabajo que estén haciendo, centrándose</li> </ul> | <ul style="list-style-type: none"> <li>• Describir un cuadro, un objeto o un diseño arquitectónico dando un juicio personal, si resulta apropiado.</li> <li>• Hacer uno o dos comentarios personales sobre su trabajo o el de un artista o diseñador demostrando su comprensión de los elementos visuales.</li> <li>• Desarrollar respeto por su propio trabajo y el de los demás, y aprender a dar y recibir críticas constructivas y elogios.</li> </ul>                                                                                                                                                                                                                         |



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| respetando las ideas de todos. | <p>en los medios y técnicas utilizados.</p> <ul style="list-style-type: none"> <li>• Evaluar el propio trabajo y expresar qué cambios podrían realizar en el futuro.</li> <li>• Valorar el entorno natural y el entorno creado artificialmente, incluyendo los rasgos distintivos de su localidad.</li> <li>• Trabajar con los demás, escuchando y respetando las ideas de todos y aprendiendo a valorar los distintos intereses del grupo.</li> </ul> | <ul style="list-style-type: none"> <li>• Identificar lo que podrían cambiar en el trabajo que estén haciendo, centrándose en los medios y las técnicas utilizadas.</li> <li>• Evaluar su propio trabajo y el de los demás, y expresar lo que podrían cambiar en el futuro.</li> <li>• Valorar el entorno natural y fabricado, incluyendo los rasgos distintivos de su localidad, aprendiendo a evaluar críticamente el papel y la función del artista en ese entorno.</li> <li>• Trabajar con otros, escuchando y respetando las ideas de todos, y aprendiendo a valorar los distintos intereses y las virtudes del grupo.</li> </ul> |
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6.4. Franjas de competencia

Las franjas de competencia definen el nivel de los alumnos al FINAL DE CADA CICLO. Las tres franjas corresponden a tres niveles (del más bajo al más alto).

El nivel de un alumno al finalizar el segundo año del ciclo debería corresponderse con una de las tres franjas. La estimación de porcentaje en cada una de ellas es de:

- **Franja 1, 10% de los alumnos**
- **Franja 2, 70% de los alumnos**
- **Franja 3, 20% de los alumnos**

Primer ciclo

Franja 1

Los alumnos responden a los estímulos con ayuda del profesor. Utilizan materiales y procesos diversos para comunicar sus ideas y signifi-

cado de manera sencilla. Describen lo que piensan o sienten sobre su propio trabajo.

## **Franja 2**

Los alumnos responden a los estímulos. Utilizan materiales y procesos diversos para comunicar sus ideas y significado y para crear imágenes. Describen lo que piensan o sienten sobre su propio trabajo y hacen comentarios sencillos sobre el trabajo de los demás.

## **Franja 3**

Los alumnos responden a los estímulos, examinándolos. Investigan y utilizan materiales y procesos diversos para comunicar sus ideas y significado. Diseñan y elaboran imágenes. Describen lo que piensan o sienten sobre su propio trabajo, y hacen comentarios sencillos sobre el trabajo de los demás.

## **Segundo ciclo**

### **Franja 1**

Los alumnos responden a los estímulos, examinándolos. Investigan y utilizan materiales y procesos diversos para comunicar sus ideas y significado. Diseñan y elaboran imágenes y crean artefactos. Describen lo que piensan o sienten sobre su propio trabajo, y hacen comentarios sencillos acerca del trabajo de los demás.

### **Franja 2**

Los alumnos exploran ideas y estímulos y recogen información visual para su trabajo. Investigan las cualidades de determinados materiales y utilizan diversos procesos para comunicar sus ideas y significado. Diseñan y elaboran imágenes y objetos. Describen lo que opinan de su propio trabajo y del de los demás y sugieren formas de mejorar el propio trabajo. Comentan las diferencias entre los trabajos de los demás.

### **Franja 3**

Los alumnos exploran ideas y estímulos y recogen información visual para su trabajo. Investigan las cualidades de determinados materiales y utilizan diversos procesos para comunicar sus ideas y significado. Diseñan y elaboran imágenes y objetos con distintos propósitos. Describen lo que opinan



sobre su propio trabajo y el de los demás y sugieren formas de mejorar el propio. Comentan las diferencias y similitudes entre el trabajo de los demás y el propio.

### **Tercer ciclo**

#### **Franja 1**

Los alumnos exploran las ideas y los estímulos y recogen información visual y de otro tipo para su trabajo, incluyendo la de contextos históricos y culturales diferentes. Investigan las cualidades táctiles y visuales de determinados materiales y utilizan procesos diversos para comunicar sus ideas y significado. Diseñan y elaboran imágenes y artefactos con distintos propósitos. Describen lo que opinan de su propio trabajo y del de los demás y sugieren maneras de mejorar el trabajo propio. Comentan las diferencias y similitudes entre su propio trabajo y el de los demás.

#### **Franja 2**

Los alumnos exploran ideas y estímulos y recogen información visual y de otro tipo, incluyendo la de contextos históricos y culturales diferentes para ayudarles a desarrollar su trabajo. Empiezan a utilizar sus crecientes conocimientos y comprensión de los materiales y los procesos para comunicar sus ideas y significados de forma personal a través de imágenes y objetos. Describen lo que opinan de su propio trabajo y del de los demás y sugieren maneras de adaptar y mejorar el trabajo propio. Comparan y comentan las ideas de los demás y los métodos utilizados por ellos y por los demás.

#### **Franja 3**

Los alumnos exploran ideas y estímulos y recogen información visual y de otro tipo, incluyendo la de contextos históricos y culturales diferentes, para ayudarles a desarrollar su trabajo. Utilizan sus crecientes conocimientos y su mayor comprensión de los materiales y los procedimientos para comunicar ideas y significado, combinando y organizando lo visual y lo táctil a través de imágenes y objetos, siguiendo sus propias intenciones. Describen lo que opinan de su propio trabajo y del de los demás y adaptan o mejoran su propio trabajo. Comparan y comentan las ideas, los métodos y los enfoques utilizados en su propio trabajo y en el de los demás.

## 7. EVALUACIÓN

La educación se ocupa de aspectos muy diversos del aprendizaje. No se trata solamente de conocimientos y habilidades, tales y como los hemos detallado en este currículum integrado, sino también de actitudes, valores e intereses que deben ser estimulados en los niños. La evaluación está ligada a todos estos aspectos de la educación.

La evaluación mejorará la calidad del aprendizaje y de la enseñanza siempre que la información recogida tenga un propósito claro, sea recabada de manera sistemática y se utilice adecuadamente.

La evaluación es una parte importante e integral del proceso de aprendizaje y de enseñanza, que consta de 5 elementos clave: **PLANIFICACIÓN, ENSEÑANZA, REGISTRO, INFORMACIÓN y VALORACIÓN**. Todos estos elementos se superponen, y no son secuenciales.

**PLANIFICACIÓN:** Saber lo que se va a aprender y compartirlo.

Los profesores deben tener una idea clara de lo que se debe aprender en los programas de enseñanza que planifican para cada niño, grupo y clase, teniendo en cuenta lo que se ha enseñado antes. Esto es necesario tanto para una enseñanza como para una evaluación eficaz, ya sea un plan para un día, una semana, un mes o un periodo de tiempo más largo. La planificación debería ser lo suficientemente explícita como para que sea fácil comunicar los objetivos a los alumnos, los padres y los demás profesores.

Los métodos de evaluación y registro de la información son una parte integral de nuestro trabajo y deberían ser decididos al planificar un tema.

**OBJETIVOS:** Decidir qué áreas del currículum y qué objetivos se van a incluir en la unidad.

**OBJETIVOS ESPECÍFICOS:** Decidir qué es lo que van a ser capaces de hacer/hacer mejor, o qué materia se habrá cubierto al final de la unidad.

**CLASES:** Planificar una serie de clases y actividades adecuadas para cumplir estos objetivos. Planificar tareas y marcar expectativas para cada niño y grupo.

**EVALUACIÓN y REGISTRO:** Decidir qué parte del trabajo se evalúa o se examina. Esto indicará lo que debe ser registrado.

**APUNTES PARA EL DESARROLLO POSTERIOR DEL TEMA:** Es importante valorar la adecuación de los contenidos, las actividades y los recursos al finalizar una unidad con el fin de desarrollarla y mejorarla en sucesivos años.



**ENSEÑANZA:** La evaluación como parte de un aprendizaje y una enseñanza efectiva.

La evaluación es una parte integral de la enseñanza e implica cuatro aspectos principales:

- Objetivos claros de enseñanza y aprendizaje.
- Motivación.
- Experiencia previa y capacidades actuales.
- Tareas efectivas y métodos de enseñanza flexibles.

La enseñanza eficaz asegurará que todos los alumnos reciban tareas que supongan retos, pero retos asequibles, y que tengan la oportunidad de asimilar y poner en práctica satisfactoriamente los nuevos conceptos, conocimientos, habilidades y actitudes con los que se encuentran.

Se deben diseñar actividades de evaluación basadas en lo que los niños dicen, escriben y saben hacer, considerando siempre la experiencia particular y las capacidades de los niños en el proyecto bilingüe:

- Proponer tareas de evaluación al mismo nivel de dificultad con el que se encuentran en el trabajo diario.
- Diferenciar: diseñar tareas de evaluación para distintos niveles y habilidades.
- Exponer a los niños a distintos tipos de examen para que comprendan el procedimiento.
- Proporcionar a los alumnos el entrenamiento adecuado para enfrentarse a las pruebas, desarrollando técnicas de estudio y de examen.
- Mantener un equilibrio entre las exigencias lingüísticas y el contenido de las tareas de evaluación.
- Evaluar no sólo sus conocimientos sino también sus logros en el desarrollo de habilidades científicas e investigadoras.
- Ser conscientes de las dificultades que algunos niños tienen para expresar por escrito lo que saben.

**REGISTRO DE LA INFORMACIÓN:** Resumir los logros y el progreso.

Se debe evaluar a lo largo del año o del ciclo de distintas maneras, manteniendo un registro de los resultados y ejemplos del progreso de los niños. Es importante que el registro se centre en los objetivos de aprendizaje elegidos. El progreso de cada alumno debería actualizarse y anotarse convenientemente.

Se debe registrar:

- Información sobre actividades diarias.
- Información sobre tareas de evaluación y de pruebas.

**INFORMACIÓN:** Ofrecer tanto a niños como a padres información útil acerca de sus progresos.

**Lo que se aprende de la evaluación va conformando una imagen de los logros, intereses y aptitudes de cada alumno, que constituye la base de la información que se da a sus padres. Contribuye también a una relación de cooperación entre profesores, alumnos, padres y otras personas involucradas en el proceso de aprendizaje de los alumnos.**

**Se debe informar de distintas maneras a lo largo del año:**

- Proporcionando información regular y constructiva a los niños, poniendo énfasis en sus logros y virtudes.
- Reuniones individuales con padres.
- Informes trimestrales.
- Reuniones generales de padres.
- Evaluaciones trimestrales de toda la clase.
- Evaluación general de final de curso: "la memoria"

**Asimismo, se debe ayudar a los alumnos a identificar:**

- Lo que han aprendido.
- Lo que aún deben aprender.
- Los siguientes pasos en su aprendizaje

**VALORACIÓN:** Utilizar la evaluación para valorar el aprendizaje y la enseñanza.

La evaluación en el colegio debería ayudar a comprobar la efectividad de todas las medidas tomadas para asegurar que los niños aprenden.

Es necesario utilizar distintos instrumentos de evaluación para reflejar distintos tipos de actividades realizadas por los niños:

- Actividades orales
  - Debates con niños individualmente, con grupos, o con toda la clase.
  - Preguntas a los alumnos sobre su comprensión del trabajo.
  - Leer en alto.
  - Contar repetidas veces una historia.
  - Dramatizaciones.
  - Presentaciones orales.



- Actividades escritas
  - Pruebas de "respuestas cortas".
  - Trabajos escritos más largos relacionados con su trabajo en lectura y escritura o en otras áreas de conocimiento.
  - **Evitar exámenes de gramática y pruebas de Inglés como Lengua Extranjera (EFL).**
- Actividades prácticas
  - Planificación y realización de experimentos.
  - Colaboración en proyectos.
  - Pruebas de que se están poniendo en práctica conocimientos o habilidades.
- Trabajo diario
  - Evaluar el esfuerzo y el logro, por ejemplo en los deberes de casa y en los cuadernos.
  - Auto-evaluación y evaluación por parte de los compañeros. Se debe animar a los alumnos a reflexionar sobre su propio trabajo.

**CURRICULUM GUIDELINES**





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# 1. GENERAL INTRODUCTION TO THE M.E.C.D/BRITISH COUNCIL BILINGUAL PROJECT

## 1.1. *Project background and objectives*

The MEC/BC bi-lingual project, initiated in 1996 as a unique experiment within the Spanish state education system, is now well established: the first groups of children aged 11-12 are in their final year of primary education and their eighth year in the project.

The formal agreement between the MEC/BC states that the aim of the project is to provide children from the age of three to sixteen with a bi-lingual, bi-cultural education through an integrated Spanish /English curriculum based on the Spanish National Curriculum and aspects of the National Curriculum for England and Wales. This integrated curriculum has official recognition (BOE 2 May, 2000).

The implantation of such a curriculum requires a very different classroom approach from the traditional EFL classroom where the focus is on learning English as a foreign language as opposed to studying areas of the primary curriculum through English. An integrated approach sits very positively within the Directives of the Council of Europe which insists on the need for children to be competent in three European languages by the end of the obligatory period of secondary education and that the learning of the first foreign language should begin in the early years of formal education.

The specific objectives of the project are:

- To promote the acquisition and learning of both languages through an integrated content-based curriculum
- To encourage awareness of the diversity of both cultures
- To facilitate the exchange of teachers and children
- To encourage the use of modern technologies in learning other languages
- Where appropriate, to promote the certification of studies under both educational systems.

## 1.2. *Rationale : curriculum document*

In February 2001 a Joint Study Review Team (JSRT) was set up by the Comisión de Seguimiento, Project Board of Directors, to evaluate the progress of the project to date. The following conclusions on curriculum content and assessment were reached by the JSRT. There is a need for:



- a clear delineation in the subjects and contents to be taught in English and the levels to which these will be taught;
- a definition of assessment criteria at the end of each stage of education; (infant, primaries two, four and six) which will define the attainment targets for each level within the project.

This led to the JSRT making the following recommendation:

**Recommendation 4: Curriculum and Assessment:**

*The joint team recommend that a mixed Spanish working party be formed to work on a realistic development of the core curriculum in English describing which subject areas and contents should be taught in English in the infant and primary stages. In conjunction, the working party would be responsible for establishing criteria and guidelines for assessment. It would be advisable to have both Spanish and UK teachers who have been involved in the project for some time on the team in addition to experts in primary education from the MEC and BC.*

This led to the following Action Point agreed by the Comisión de Seguimiento:

**Action Point Six:**

*The Comisión de Seguimiento to ratify the appointment of a working party to study the present curriculum (BOE, 2 May 2000) with a view to specifying **content and assessment criteria** for the different levels in infant and primary. This should also include **guidelines and strong recommendations on the role of class teachers** and project teachers for a joint methodological approach and suggestions for a logical approach to time allocation. This document should also include a **comprehensive list of resources** (books, materials, equipment) which are recommended for the success of the project at each stage.*

### **1.3. Constitution of the working party**

- The working party was constituted in October 2001 with the objective of producing a document on guidelines for an infant curriculum and assessment criteria for this level to be ratified by the Comisión de Seguimiento by June 2002: to be followed by a curriculum for primaries 1-4 by September 2002 and primaries 5-6 by June 2003.
- The team consists of six teachers in the project, three Spanish, three British: all six have worked in the project for more than three years. The other two members of the team have the responsibility for the management of the project and are members of the Comisión de Seguimiento.

#### ***1.4. Approach adopted by the working party***

- The members of the working party consulted primary departments in project schools on subject areas being delivered in English, approaches to literacy and science, geography, history and art, attainment levels, ways of assessing the children, resources, time allocation, project co-ordination and roles of teachers involved in the project.
- In addition, in the period November 2002 to March 2003 the team visited 18 project schools in order to gain a more in-depth picture of the areas listed above and to look for examples of best practice. The final document has been carefully compiled taking into account evidence given from project schools and models of best practice seen on visits.
- Both the Spanish and English curricula were studied in depth by working party members in order to produce a Spanish/English integrated Curriculum integrating both contents and methodological approaches.

#### ***1.5. Core compulsory elements of the curriculum guidelines and allocation of time to English***

- The three areas which must be taught in English and in which targets must be reached and children evaluated are:

Language and Literacy

Science, Geography and History

Art and Design

- In order to reach the targets set for the end of each cycle, and so that children will be able to function effectively at secondary school, a minimum of 40% of the timetable (10 of the 25 sessions) must be dedicated to English. Combinations such as these below are suggested to total 10 sessions:

Language and Literacy – 4 or 5 sessions

Science, Geography and History – 2, 3 or 4 sessions

Art and Design – 1 or 2 sessions

- There is no focus in this document on teaching Physical Education though English in primary as evidence gathered from the schools clearly indicates that the development of English language through PE is extremely limited after the initial three year infant stage. If classes are given in PE these should be over and above the sessions detailed above.



- Mathematics does not appear as core subject in the primary document although it is considered to be an integral part of the infant guidelines: this is because the approaches to teaching formal mathematical skills are radically different in the two languages. However, concepts such as time, measurement size, shape, volume and language of mathematics introduced in infants (more, less, etc.) should continue to be developed as and when they appear in any subject or topic.
- Drama is obviously a key area in the development of the child, allowing for both the development of communication and creativity. As such, it is a core subject in the curriculum. It is included in the section on language and literacy but, as occurs in the Spanish curriculum, art sessions can also be used to develop drama activities.

### *1.6 Roles of teachers in the project*

- The project is most successful in schools where it is already perceived as an integrated project in every sense of the word. This means that co-ordination between all members of staff is essential, both within each cycle, across cycles and clearly at the transition stage between infants and first cycle. Where teachers are being given time together to plan and co-ordinate, it is noticeable that the standards being achieved are very much higher.
- Spanish class teacher and project teacher must plan closely together to ensure that the integrated curriculum is covered in the most efficient way in the time allocated (see section 1.5).
- It is an advantage to have two teachers in a classroom if both are supporting each other in the delivery of either part of the curriculum. It is not however essential in the primary classroom and the timetable might be better organised by using the fact that there are "extra" members of staff to organise some sessions, both Spanish and English, in smaller groups. The project teachers, as qualified teachers, are able to work in the classroom on their own.
- It is not essential for every class to be taught by a "native" teacher every year. There are an increasing number of "project" teachers who are not "native" speakers but who are bilingual or with a very high level of English. In addition, each year there are more Spanish teachers, usually código 99, who have an excellent standard of English. All three "categories" are equally responsible for delivering

the English part of the project. It is not more than four groups/two year levels.

- Both Spanish teachers of English and "project" teachers are able to deliver all areas of the curriculum. It is neither necessary nor advisable that only the "project" teachers be teaching the language and literacy. Many Spanish teachers of English have either attended literacy courses or have been on a study visit to Liverpool. Following curriculum guidelines, they can also be responsible for the language/literacy area of the project.

### ***1.7 Attainment targets***

- All teachers at the end of each cycle must consider the individual attainment level of each child. Attainment targets are described for Language and Literacy, Science, Geography, History and Art and Design. Unless there are extenuating circumstances there should be a clear picture for each class of:

10% at band 1

70% at band 2

20% at band 3

for each of the areas above. If these targets are not being achieved then this should lead to a school management examination of

- a) the number of hours being spent on the English part of the curriculum
- b) methodological approach and use of resources
- c) coordination and continuity in the project
- d) the need to challenge children more and raise standards of expectation.



## 2. LANGUAGE AND LITERACY



### 2.1. INTRODUCTION TO THE TEACHING OF LITERACY IN PRIMARY YEARS

#### What is Literacy?

Literacy is much more than just the teaching of the mechanics of reading. Literacy involves the four skills of language: understanding, speaking, reading and writing. A balance of these provide the child with a greater chance of survival in English and encourages self-esteem, self-identity and emotional development. Literacy enables access to both fiction and non-fiction materials that will shape and develop the child intellectually. In addition, bi-literacy gives children access to different social and cultural worlds. Furthermore, as children become more confident and literate, their knowledge of, and control over the language become more individual and personalised.

#### How should Literacy be developed within a whole-school context?

Being able to read and communicate with fluency and enjoyment in English are skills which need to be developed throughout Primary. A whole school policy on Literacy must be established - this should include careful planning and co-ordination between levels and cycles.

#### Where should Literacy be taught?

A daily focus on Literacy is essential but does not have to be confined to *The Literacy Hour*. Language and literacy should also be developed in geography, history, science and art.

#### How should Literacy be organised in a classroom context?

The teacher's role in Primary is to teach the necessary literacy skills to motivate the children to become confident and independent readers and communicators.

The teaching of literacy skills should be planned to ensure that speaking, listening, reading and writing are worked in a balanced and integrated way within the classroom.

### How do we encourage active listening?

Listening with confidence depends upon the knowledge and experience of the children as well as their motivation and involvement. They listen best when the information is meaningful and interesting to them, and has a clear purpose.

- Read good stories with rhythm, rhyme and repetition.
- Choose texts, fiction and non-fiction, with the children's interests in mind
- Give good visual support to help understanding.
- Use gesture and facial expression to aid understanding.
- Tell the children to respond in a specific way to what they hear; total physical response is still important in first cycle. In the 2nd and 3rd cycles children can be asked to listen for, and later recall particular information, often to make a choice or decision upon what has been heard.

### How do we encourage speaking?

- **Recounts:** These are simple retellings of experiences. To begin with, photographs or children's drawings in sequence can be used as props to elicit sentences describing a shared activity. 2nd and 3rd cycles oral recounts will precede written work describing shared experiences e.g. a school trip.
- **Reporting news:** It is easier if the children can draw or paint their news first. In Year One the teacher can provide a news framework with small diagrams illustrating when? who? where? and what? questions. The children can then draw the "answers" and use this as a framework to make a sentence with teacher support. There is not time to do this with every child, so a news rota is a good idea. A cardboard box can be made into a stimulating prop for giving news or weather reports. In the second cycle, children can report events with less prompting, and in the third cycle this can lead to oral presentations and performing reports as if on the television news. These can be videoed and the children can then evaluate their own and each others performances.
- **Retelling stories:** At first children re-tell stories with very structured, repetitive language, and with help from the teacher. During the first cycle they gradually use less support and more improvisation. Story props such as magnet board figures, puppets, masks and hats are all useful. Look at the class list to make sure everyone gets a turn. In second and third cycles children will be working towards being able to write a simple summary of a story. It is important to practice this orally first.



- **Reciting poems, songs and chants:** Children should have a growing repertoire of poems, songs and chants they have learnt by heart, using music and gestures to help remember the words and make them more meaningful. Practising these regularly improves the children's self-esteem by giving them confidence in using English. They also improve their knowledge of the rhymes, rhythms and sounds of the language. The older primary children can be motivated by exploiting pop songs and songs from the latest films.
- **Role-play and drama:** When working on a story text use role-play to explore situations, characters and emotions with improvisation. The use of puppets and masks can encourage the more reluctant speakers to participate. After dramatising a story, children will often find a related reading or writing activity more stimulating and achievable because they have acted out situations and have a greater understanding of the text. Children should also be given the opportunity to improvise role-play and play with puppets in an unstructured setting. Pretend telephones are a useful prop for dialogues. The children will be more able to improvise in English in the second cycle, and in the third cycle improvising in character can be the basis for scripting their own plays. The children enjoy performing in public, and during rehearsals they can learn chunks of useful language in context.
- **Talking about themselves and their daily lives:** Learning to describe appearance, family and pets is all easier if the children can bring in photographs. These can then be made into books. Older children can extend this talking about themselves into written work. If a link can be established with English speaking children in another school, pupils can then write to exchange information.
- **Functional English:** Children should learn useful phrases about their daily routine. It is easier to insist on certain requests being made always in English if they are prominently displayed in the classroom with illustrations if necessary. With constant practice children can assimilate useful patterns of language so that they can begin to make up their own original functional phrases, e.g. Can I.....
- **Questioning and eliciting:** Children need to be able to respond to more formal questions so that they can relate to other adults, such as visitors to the school. Understanding and using question forms can be practised in a fun way with a game or a rhyme .e.g.  

|                    |               |
|--------------------|---------------|
| What's your name?  | Mary-Jane     |
| Where do you live? | Down the lane |

What's your number?

Cucumber

What's your address?

Watercress

This can be practised with puppets and then the replies can be changed by the children to give true answers about themselves.

- **Oral Presentations:** From second cycle children can prepare oral presentations related to topic work. They can research a topic and then prepare a draft to be corrected by the teacher. They can practise at home and then give the talk to the rest of the class. Group evaluation of these presentations is valuable as it involves class discussion of speaking skills.

### How do we teach reading and writing?

In the daily literacy hour we can focus upon a fiction or a non-fiction text. In the Resources Pages at the end of the section on Language and Literacy there is a detailed example of how to exploit a fictional story to teach reading and writing, and various examples of how to use and make non-fiction texts.

### How do we teach knowledge about the language?

- **Phonics** The teaching of phonics and spelling needs to be done systematically and should whenever possible, come from work on a text rather than be studied in isolation. The school should agree on targets for each year and each term and revise these regularly. The order you choose for teaching phonemes and spellings depends upon the children's previous knowledge, the language taught elsewhere in the curriculum and on the texts and graded readers available in each school. Useful lists of the most common words can be found in the guides of reading schemes and from the English national curriculum website: [www.nc.uk.net](http://www.nc.uk.net)

This is written for children living in England, but can be adapted to our needs.

- **Spelling** Learning *spellings* for some kind of test can be introduced in year two. These can be selected from words with spelling similarities, common irregular words, or topic vocabulary. Children can be encouraged to learn how to study and remember words. Later in primary, work on spellings can be related to dictionary work and working on the glossary of information books.
- **Sentence structure and grammar** The children should use familiar grammatical structures correctly in shared writing, and can begin by



putting words from familiar phrases in order. We are aiming for fluency, and initially do not focus upon the formal aspects of grammar. In second cycle the children are introduced to formal grammar in Spanish and it is a good idea to co-ordinate this teaching with the Spanish teacher, in order to activate the children's previous knowledge. Grammatical awareness can be taught in an experimental and investigative way. e.g. In the second cycle children can investigate past tense verbs by collating them from different story books and then classifying them according to whether they are regular or irregular. The regular verbs can then be classified into three groups depending on the pronunciation of the -ed ending. Children can also experiment by taking a verb out of a sentence to see if it still makes sense, or substituting one verb for another to see how it affects the meaning. In the third cycle students need to be consciously aware of all the grammar structures they have acquired in Primary, so that they are confident in approaching formal grammar structures and can easily demonstrate what they know when they begin secondary education.

- **Punctuation** Pupils should be taught to recognise the importance and purpose of capital letters, full stops, commas, question marks, exclamation marks and inverted commas and be able to demonstrate when reading aloud how punctuation affects the way a passage is read. They can be shown in supported writing where to punctuate and be encouraged to do so in imaginative and personal writing. Reflecting on how an author has used punctuation can provide the children with a motivating context to approach punctuation in their own writing.
- **Vocabulary** The children can be encouraged to use a wider range of vocabulary through creating and referring to class and personal word banks and transferring their knowledge from other areas of the curriculum. They also need to use simple mono-lingual dictionaries and other reference books when writing.

### How do we motivate children to enjoy reading?

The focus in primary continues to be on "**real**" books (storybooks and information texts), and it is important to establish a good class library with resources which are not only colourful and attractive, but of a suitable cognitive and interest level for the children. All reading activities should be highly stimulating and enjoyable for the children. In addition to teacher directed activities, the children should have the opportunity to read for pleasure in unstructured activities. Not all books in the reading corner have to be exploited for teaching. Some books should be read for fun and other lower level books

should be available for easy reading. This can increase self-esteem and heighten enjoyment.

All children should have access to a comfortable, **attractive reading area** somewhere in the school. They should be able to choose from a range of stories, poems, plays and non-fiction texts and be able to select books to read at home on a regular basis. Being able to choose is very important. Having access to books with the text recorded on tape can be enjoyable for children to listen to, as well as aiding them to read aloud more confidently and fluently. As well as reading alone or with friends, children of all ages love to listen to stories being read by an adult, so establishing a story time can be a positive step in promoting reading. Sometimes a book can just be read, while on other occasions the text will be exploited over a period of time for optimum learning.

**Reading games**, whether they are aimed at word, sentence or text level can be fun for children, and give them an opportunity to read for meaning /infer meaning outside the context of the text.

As children develop a greater understanding of the world through the subjects of science, geography and history, they can be taught how useful and enjoyable it can be to refer to **non-fiction texts**. The teacher can plan activities to encourage pupils to use these texts efficiently, and as they progress through primary education they should become aware of how stimulating and useful information texts can be, since they have used them in meaningful contexts.

**Drama** forms an integral part of language development, and is an excellent tool to support development in all four modes of language. Generally, children participate with enthusiasm in improvisations of stories, familiar situations and the acting out of a scientific process, e.g. the circulatory system. In doing so, their understanding of a text increases and they become more efficient in communicating orally and in written form.

Learning about **authors, poets and illustrators** can stimulate the children's interest in reading their works and using ideas from them in their own writing. Whilst a visit from a well-known writer would be highly stimulating, this is difficult to achieve. However, using video documentaries and providing access to the relevant internet sites are constructive steps to promoting reading for enjoyment.

Beginning in the first cycle, children can be encouraged to keep their **own record of the books** they have read. During the second cycle they can write a brief summary of books they have read, and begin to express an opinion about them. By the time children reach the third cycle, they should



have been given sufficient access to good quality texts to have begun to develop their own literary tastes.

### **How do we encourage personal and imaginative writing?**

At all stages the children should both participate in structured, teacher guided writing and also have the opportunity to write for pleasure in unstructured activities. Whenever possible, there should be an area in the classroom specifically for writing. It could be near the reading area and provide word books, dictionaries and word family charts, as well as a range of writing materials and paper. The children should be able to engage in free expression in written form. As they gain confidence children can be encouraged to model their writing on familiar texts and use stimuli like story starters which may help to develop their writing further. By the time children reach the third cycle, personal research projects provide ideal opportunities for pupils to write for pleasure and purpose, and allow them to utilise the many writing skills taught and acquired throughout primary.

Teacher guided writing activities are essential at all stages. Through discussing the mechanics of writing at word, sentence and text level as a class or group, before and after individual writing, the children are able to adopt new skills. They also learn how to evaluate their own work, and consider ways to improve it.

Children should always be given the opportunity to discuss their ideas for personal and imaginative writing. Recounting an event to the class, a group or a friend can help pupils to construct their piece of writing, whether it is a sentence in year one, a short paragraph, or a longer piece of writing in the third cycle. From discussion, pupils in the second and third cycles will be able to make notes and create a plan for their writing before starting the task, thus allowing them to form a clear structure before writing. This can be done in a small group, in pairs or individually.

Imaginative writing can often be based on a good quality text. If children have enjoyed reading a story, play or poem they can base their own writing upon a similar structure, retell the story in a different setting, or give the text a different ending. The teacher shows the pupils techniques used by the author or poet and encourages them to use these in their own work. Dramatising situations, creating word banks and displaying rules for writing in the classroom area are all stimulating and effective ways of preparing our pupils to become confident, efficient writers.

### **Ideas for Guided Writing**

- Elicit a text from the children and involve them in making corrections.
- Make notes from a talk and then use these as a basis for writing.
- Use a labelled diagram or tabulated information as a basis for writing.

- Use an author as a model.
- Write up procedures, eliciting key topic vocabulary and essential verbs before starting.
- Provide descriptive writing activities, creating a word bank of adjectives before starting.
- Sequence sentences in a text.
- Order words in a sentence.
- Provide shared writing opportunities, where the class is divided into groups to write different sections of a story or a play script.
- Write a summary of a story or information text which has been previously worked on in class.
- Answer questions about short texts.
- Formulate questions, e.g. elicit areas to be investigated at the start of a topic.

### **How do we teach writing for different purposes?**

By the third cycle children will be expected to write for different purposes. They will practise writing: formal and informal letters, news reports, scientific experiments, recipes, lists, stories, cartoons, dialogues, instructions, and explanations. Therefore it is important to gradually introduce the children to different forms of functional writing throughout the two previous cycles of primary. To communicate within the school they can write letters, notes, and messages and create posters. Work in Geography, History and Science will provide a basis and a vocabulary suitable for more factual work. In literacy sessions children need to become familiar with these different formats and registers and begin to think about the purpose and the target audience.

### **How do we approach non-fiction?**

Children need to be introduced to non-fiction books right from the start. There should be a good selection of non-fiction books in the reading area, with some books made by the children. We can use these to familiarise the children with the features of information texts, to learn to look for information, and as models to make their own books. Information books are an important element of literacy work, and can be used for teaching at text, sentence and word level.

In the primary stage, children need to learn how to read for information and write for practical purposes.

In the first cycle they can begin to look things up in informational or reference texts and start to use the contents and index.



During the second cycle, they should, with teacher guidance, be selecting appropriate texts to find and use specific information and using these texts as a model for their own writing. They can start to create contents and indexes when writing their own fact books and class information books. They should also be introduced to the use of a dictionary and shown how to use alphabetical order to find words, so that in later stages of Primary, they can find the meanings of words with independence.

**For more ideas on information texts go to the section: Cross-Curricular Topics**

### **How do we teach handwriting?**

Children can be taught English style letter formation and print in the English lesson or equally, they can use Spanish style cursive right from the start. They easily adapt from one style to another. Teachers sometimes worry excessively about these details and a whole-school handwriting policy is a good plan to remove unnecessary conflict. The upper case/lower case debate is perhaps more significant as the children would appear to make quicker progress in reading if they can learn lower case letters from Infants, and not just the capital letters.

Whatever the school policy on handwriting, teachers must always check that the children use a comfortable pencil grip and have good posture in writing sessions.

### **How do we involve parents in the teaching of reading?**

- Termly parents meetings are a good opportunity to explain our reading methods and give parents ideas of how they can help.
- Parents could also be given a pamphlet explaining some of the differences between reading in English and Spanish, saying how their children learn to read in English, and how they can help.
- If graded readers are used, tapes can be made to be sent home with the books. Word boxes and spellings can also be taken home to involve the parents in the learning process.

### **What can we use to help us teach literacy?**

#### **Literacy Toolkit**

- Pointer to use when referring to big books

- Acetate sheets for using when writing over a book e.g. inventing characters' thoughts in thought bubbles
- Post-it notes for covering up words/phrases and pictures
- Selection of ready-made blank cards for writing key vocabulary
- A good selection of story and non-fiction books in big book format with at least 6 small books for guided reading. This selection should include poems, rhymes and graded readers e.g. Oxford Reading Tree and Oxford Literacy Web, Cambridge Readers....
- A wide selection of fiction/non-fiction books which are at a number of levels
- Alphabet and sounds display
- Word walls, word pockets, word banks, key word sheets, word boxes (chosen words on card to be worked on at school or at home)
- Phonics fans and wipe boards (see resource pages and *Progression in Phonics. Cambridge Reading. Cambridge: CUP, 2001*)
- Book-based games
- Story props e.g. favourite character figures/puppets/dressing up clothes/masks
- Commercial videos and cassettes/recordings of children reading or singing
  - A selection of books made by individuals and classes

## 2.2. LISTENING AND SPEAKING TARGETS – First, Second and Third Cycles

These targets are separated into listening and speaking, reading and writing. However, work in these skills will be integrated in the teaching of literacy. The targets listed for each cycle are those which the children are expected to know by the **END OF EACH CYCLE**.



LISTENING

| First Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Second Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Third Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <ul style="list-style-type: none"><li>• To listen, understand and respond to others, children will be able to:</li><li>• Sit comfortably and sustain concentration, responding with interest throughout the session.</li><li>• Listen and respond appropriately individually and in groups to the teacher and peers giving explanations, presentations and telling stories.</li><li>• Listen to each others' responses.</li><li>• Listen for specific information.</li><li>• Ask questions to clarify their understanding.</li><li>• Identify and respond to sound patterns in the language.</li><li>• Show that they know, understand and can use the following terms: rhyme, rhythm, sound, low or high voice.</li><li>• Show recognition of a few features of different types of texts, (e.g. <i>story, poem, information</i>)</li><li>• Listen to grammatically Standard English and be exposed to different standard accents, (different teachers, recordings and videos.)</li></ul> | <ul style="list-style-type: none"><li>• To listen, understand and respond appropriately to others, children will be able to:</li><li>• Sustain their attention.</li><li>• Listen and respond appropriately individually and in groups to the teacher giving explanations, presentations and telling stories.</li><li>• Listen and respond appropriately to recordings.</li><li>• Listen for specific information and identify key points in discussion.</li><li>• Recall and re-present important features of an argument, talk, reading, or video.</li><li>• Ask relevant questions (with help) to clarify understanding and extend ideas. Identify features of different types of texts, and language used for a specific purpose.</li><li>• Listen and respond to others appropriately, taking into account what they say.</li></ul> | <ul style="list-style-type: none"><li>• To listen, understand and respond to others, children will be able to:</li><li>• Sustain their attention.</li><li>• Listen and respond appropriately individually and in groups to the teacher giving detailed explanations, presentations and telling stories. e.g. <i>describing how a model works.</i></li><li>• Listen and respond appropriately to recordings.</li><li>• Listen for specific information, identify key points in discussion and evaluate what they hear.</li><li>• Recall and re-present important features of an argument, talk, reading, or video.</li><li>• Ask relevant questions to clarify understanding and extend ideas.</li><li>• Identify features of different types of texts, and identify the purpose. e.g. <i>to persuade, instruct or entertain.</i></li><li>• Listen and respond to others appropriately, taking into account what they say.</li></ul> |

## SPEAKING

| First Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Second Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Third Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>• To speak clearly and with growing confidence, children should be encouraged to:</li> <li>• Speak audibly with clear diction.</li> <li>• Read aloud and recite rhymes, chants and songs.</li> <li>• Choose and use relevant vocabulary and phrases.</li> <li>• Attempt to organise what they say with the use of simple, familiar structures.</li> <li>• Focus upon what is being asked and respond appropriately.</li> <li>• Begin to describe experiences, ideas and feelings with help from the teacher.</li> <li>• Help to tell stories with predictable structures and patterned language.</li> <li>• Re-tell stories with less support and use improvisation.</li> <li>• Communicate with the class teacher and peers using their increasing knowledge of English as well as familiar phrases.</li> <li>• Show that they can understand and use the following terms: soft, slow, loud, quick, clear and voice.</li> </ul> | <ul style="list-style-type: none"> <li>• To speak with growing confidence in a range of contexts, children will be encouraged to:</li> <li>• Speak audibly and clearly.</li> <li>• Read aloud and recite rhymes, chants and songs.</li> <li>• Re-tell stories with less support and begin to use improvisation.</li> <li>• Choose and use relevant vocabulary.</li> <li>• Practise question forms.</li> <li>• Reply to questions appropriately and use because...</li> <li>• Use vocabulary and syntax to express more complex ideas.</li> <li>• Describe experiences and feelings with help from the teacher.</li> <li>• Make a short oral presentation to the class, giving an introduction and an ending. The teacher will help with preparation of this.</li> </ul> | <ul style="list-style-type: none"> <li>• To speak with growing confidence in a range of contexts, children will be encouraged to:</li> <li>• Speak audibly and clearly.</li> <li>• Read aloud and recite rhymes, chants and songs.</li> <li>• Re-tell stories and use improvisation.</li> <li>• Choose and use relevant vocabulary.</li> <li>• Use question forms correctly.</li> <li>• Focus on the main point and reply to questions appropriately using because...</li> <li>• Organise what they say.</li> <li>• Use vocabulary and syntax to express more complex ideas.</li> <li>• Speak in a range of contexts, adapting what they say to purpose and audience.</li> <li>• Describe experiences and feelings.</li> <li>• Perform oral presentations to the class, giving an introduction and an conclusion.</li> </ul> |



GROUP DISCUSSION AND INTERACTION

| First Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Second Cycle                                                                                                                                                                                                                                                                                                                                  | Third Cycle                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"><li>• To join in as members of a group the children will be encouraged to:</li><li>• Take turns in speaking and not to interrupt others in the group.</li><li>• Relate their contributions to what has gone on before.</li><li>• Speak up clearly.</li><li>• Begin to convey ideas and share experiences.</li><li>• Make plans and investigate e.g. <i>do a simple experiment with predictions and reporting back.</i></li></ul> | <ul style="list-style-type: none"><li>• To talk effectively as members of a group, children will be able to:</li><li>• Make contributions relevant to the topic and take turns in discussion.</li><li>• Convey ideas and share experiences.</li><li>• Make plans, investigate, predict, explain, report, evaluate, select and sort.</li></ul> | <ul style="list-style-type: none"><li>• To talk effectively as members of a group, children will be able to:</li><li>• Make contributions relevant to the topic and take turns in discussion.</li><li>• Convey ideas and share experiences.</li><li>• Give reasons for opinions and actions.</li><li>• Make plans, investigate, predict, explain, report, evaluate, select and sort.</li></ul> |

DRAMA

| First Cycle                                                                                                                                                                                                                                                                                                                                                                                                   | Second Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Third Cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"><li>• To participate in a range of drama activities the children will be encouraged to:</li><li>• Use language and actions to describe situations, characters and emotions.</li><li>• Work on role play and use puppets to dramatise stories, using pair work for short dialogues.</li><li>• Watch performances and with support, comment constructively on them.</li></ul> | <ul style="list-style-type: none"><li>• To participate in a wide range of drama activities and to evaluate their own and others' contributions, children will be encouraged to:</li><li>• Use language and actions to explore and convey situations, characters and emotions.</li><li>• Improvise dialogue, create and sustain roles.</li><li>• Begin to devise and script dialogues.</li><li>• Present drama to others.</li><li>• Watch performances and with support, comment constructively on them.</li></ul> | <ul style="list-style-type: none"><li>• To participate in a wide range of drama activities and to evaluate their own and others' contributions, children will be encouraged to:</li><li>• Use language and actions to explore and convey situations, characters and emotions.</li><li>• Improvise dialogue, create and sustain roles.</li><li>• Devise and script plays.</li><li>• Present drama to others.</li><li>• Watch performances and comment constructively on them.</li></ul> |

2.3. READING AND WRITING TARGETS – YEAR 1

These targets are separated into reading and writing. Work in these skills will be integrated into other curricular areas as well as the teaching of literacy. The targets listed are according to **EACH YEAR GROUP** and children are expected to reach these by the **END OF EACH YEAR**.

| Text level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Sentence level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Word level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Pupils should be able to:</b></p> <p><b><u>Fiction and Poetry</u></b></p> <p><b>Reading Comprehension</b></p> <p>Reinforce and apply their word-level skills through shared and guided reading.</p> <p>Use phonological awareness, contextual, grammatical and graphic knowledge to work out and begin to predict the meanings of unfamiliar words and to start to make sense of what they read.</p> <p>Read familiar, short, simple stories and poems independently, to point while reading and make correspondence between words said and read.</p> <p>Choose and read familiar books with understanding and attention.</p> <p>Empathise with story settings and incidents.</p> <p>Recite stories and rhymes with predictable and repeating patterns, experimenting with patterns orally by substituting words and playing with rhyme.</p> <p>Re-enact stories in a variety of ways, becoming aware of characters and dialogue</p> | <p><b>Pupils should be able to:</b></p> <p>Develop an awareness of the grammar of a simple sentence.</p> <p>Read with appropriate expression and intonation, e.g. <i>in reading to others, or to dolls, puppets.</i></p> <p>With teacher support, write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. <i>missing words, wrong word order.</i></p> <p>Begin to investigate the sort of words that fit in sentences.</p> <p>Recognise full stops and capital letters when reading, and name them correctly.</p> <p>Begin using the term sentence to identify sentences in text.</p> <p>Recognise that a line of writing is not necessarily the same as a sentence.</p> <p>Begin using full stops to demarcate sentences.</p> <p>Use a capital letter for the personal pronoun I, for names and for the start of a sentence.</p> <p>Begin to recognise the function of question marks.</p> | <p><b>Pupils should be able to:</b></p> <p>From Infants: practise and secure alphabetical letter knowledge (including letter sounds and alphabetical order).</p> <p>From Infants: practise and secure the ability to rhyme, and to relate this to spelling patterns through:</p> <ul style="list-style-type: none"><li>• Exploring and playing with rhyming patterns</li><li>• Generating rhyming strings e.g. <i>fat, hat, cat.</i></li></ul> <p>From Infants: practise and secure the ability to hear initial and final phonemes e.g. <i>fit, mat, pan.</i></p> <p>Identify letter names</p> <p>Identify, spelling and reading of initial, final and medial letter sounds in simple words.<br/>e.g. <i>s-a-t</i></p> <p>Investigate, read and spell words ending in <i>ff, ll, ss, ck, ng</i> and begin to discriminate, read and spell words with initial consonant clusters.<br/>e.g. <i>bl, cr, tr, str.</i></p> <p>For guided reading, read on sight high frequency words specific to graded books.</p> |



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| <p>through role-play using dolls or puppets.</p> <p>Identify and discuss characters, such as their appearance and behaviour, to speculate about how they might behave (prediction) and talk about how they are described in the text, e.g. <i>Mum was cross!</i></p> <p><b>Writing Composition</b></p> <p>Through shared reading and guided writing, apply phonological, graphic and sight vocabulary to spell basic words accurately.</p> <p>Use simple rhymes and patterned stories as models for their own writing.</p> <p>Make simple storybooks with sentences, modelling them on basic text conventions, e.g. <i>cover, author's name, title, layout.</i></p> <p><b>Non-fiction</b></p> <p><b>Reading Comprehension</b></p> <p>Read and use captions, e.g. <i>labels around the school, on equipment.</i></p> <p>Read and follow simple instructions, e.g. <i>for classroom routines, lists for groups in workbooks.</i></p> <p>Predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; discuss what it might tell in advance of reading and check to see if it does.</p> | <p>Read on sight other familiar words e.g. <i>children's names, equipment labels, classroom captions.</i></p> <p>Begin to recognise common spelling patterns e.g. <i>s for plurals, -ed past tense and -ing present tense endings.</i></p> <p>Learn new words from reading and shared experiences, and make collections of personal interest or key words and words linked to topics being studied. Use word banks, word sheets.</p> <p>Be familiar with the terms <b>letter sound</b> and <b>letter name.</b></p> |
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| <p><b>Writing Composition</b></p> <p>Choose and write appropriate captions for their own work, e.g. <i>displays, in class books.</i></p> <p>Make simple lists for practical purposes, e.g. <i>shopping list.</i></p> <p>Help to create and draw simple instructions and labels for everyday classroom use, e.g. <i>equipment.</i></p> |  |  |
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## LITERACY

### RECOMMENDED BOOKS

These lists are not exhaustive and schools may have many other equivalent texts that fit the criteria. The suggested texts represent the level of challenge appropriate to most children in a year group. For more extensive lists of books and their appropriate level consult *Book Bands for Guided Reading produced by the UK Reading Recovery National Network* [www.ioe.ac.uk/cdl/readrec.html](http://www.ioe.ac.uk/cdl/readrec.html)

The texts mentioned below may be used in timetabled time for teacher-led reading, independent reading, for reading at home and for independent reading during the literacy hour.

### YEAR 1 - FICTION

**Whilst year 1 children may not be able to read these texts independently, they will be able to take part in shared reading and understand what is being read. After a text has been introduced many children may attempt subsequently to read it independently.**

#### Suggested criteria for choice:

Texts which:

- make demands on young readers' developing phonological knowledge, sight vocabulary and decoding skills;
- present features of language and techniques that are used for effect, e.g. *humour, repetition, rhyme;*



- include words, ideas and pictures which help children to begin to understand characters and events, and how authors describe them;
- engage the readers' interest and relate to imagined and familiar experiences;
- use large, clear type.

### Suggested texts.

- BECK, Ian. *Picture book*. Andre Deutch, 1994
- BLACKSTONE, Stella and Debbie HARTER. *Who are you?* Bath: Barefoot Beginners, 1996
- BODY, W. *Longman Book Project. Read aloud DIY: My book about Late again, Mai-Ling?* Pearson Schools, 1996
- BROWN, Ruth. *A dark, dark tale*. London: Mantra, 1981
- BROWNE, Anthony. *I like books*. Cambridge: Massachusetts, Candlewick Press, 2004
- BUTTERWORTH, Nick. *Jasper's Beanstalk*. Hodder and Stoughton Children's Division, 1993
- CARLE, Eric. *Have you seen my cat?* Picture Knight, 1998
- CASEY, Patricia. *My cat Jack: a read and wonder book*. London: Walker, 2004
- DALE, Penny. *Ten in the bed*. Black Pursuit. 1988
- FLEMING, Denise. *In the tall, tall grass*. Henry Holt & Company, 1995
- GREJNIEC, Michael. *What do you like?* New York: Harcourt Brace & Co, 1992
- GRINDLEY, Sally. *Knock, knock, who's there?* Little Mammoth, 1991
- HAWKINS, Colin. *What's the time, Mr Wolf?* London: Collins, 1986
- HILL, Eric. *Where's Spot?* Putnam Publishing Group, 2003
- MARTIN, Bill. *Brown bear, brown bear, what do you see?* Henry Holt & Company, 1983
- MCDONNELL, Flora. *I love animals*. London: Walker, 1994
- MILLER, Virginia. *Say please*. London: Walker, 1994
- MURPHY, Mary. *I like it when*. Red Wagon, 1997
- NICHOLLS, Judith. *Snail Song*. Harlow: Longman, 1994
- PRATER, John. *On Friday something funny happened*. London: The Bodley Head, 1993
- RATHMAN, Peggy. *Goodnight Gorilla*. New York: Scholastic Incorporated, 1995
- SOUHAMI, Jessica. *Rama and the demon king: an ancient tale from India*. London: Frances Lincoln, 1997
- UMANSKY, K. and M. Chamberlain. *Pass the jam, Jim*. Arrow Books Ltd, 1998
- WALSH, Melanie. *Do pigs have stripes?* London: WH Books Ltd, 1996
- WATANABE, Shigeo. *How do I put it on?* London: The Bodley Head, 1996
- WILDSMITH, Brian. *Cat on the mat*. Oxford University Press, 1982
- WILLIAMS, Sue. *I went walking*. The Trumpet Club, 1989

## YEAR 1 – NON-FICTION

### All books selected for use in Year 1 should provide:

- accurate information;
- well written, clearly presented texts;
- consistent use of non-fiction book organisational features, *e.g. contents page, index, glossary;*
- use a range of features to present and explain information, *e.g. simple charts, diagrams, labels, captions.*

### Types and features of texts chosen for use in Year 1:

1. word books with picture word match;
2. books about basic concepts;
3. alphabet books; simple picture dictionaries;
4. first person reports; question and answer formats;
5. descriptions.

### Suggested texts:

ANHOLT, Catherine. *One, Two, Three, Count with me.* New York: The Viking Press, 1993

BAKER, Susan. *Day and Night.* New York: Zero to Ten Ltd, 1990

BRYANT-MOLE, Karen. *Clothes.* Heinemann, 1997

BUNTING, Jane. *My first ABC.* New York: Dorling Kindersley Incorporated, 1993

BURNINGHAM, John. *First steps: letters, colours, numbers, opposites.*

London: Walker, 1995

JENKINS, Rhonda. *My body.* Oxford: Heinemann Educational, 1997

MACKINNON, Debbie. *What shape?* New York: Penguin Putnam Books for Young Readers, 1992

MCDONNELL, Flora. *Flora McDonnell's ABC.* London: Walker, 1997

MICKLETHWAIT, Lucy. *I spy: an alphabet in art.* Greenwillow Books, 1992

MICKLETHWAIT, Lucy. *I spy two eyes: numbers in art.* HarperCollins, 1993

MORRIS, Jackie. *Bears, bears and more bears.* London: Picadilly Press, 1995

NICHOLSON, Sue. *A day at Greenhill Farm.* London: Dorling Kindersley Publishing Inc, 1998

PATILLA, Peter and Julie PARK. *My first counting book.* Oxford University Press, 1997

SIEVEKING, Anthea. *What's inside?* London: Frances Lincoln Ltd, 1989

THORBURN, P. *Picture words.* Schofield and Simms Ltd, 2000

TOFTS, Hannah. *I eat fruit!* New York: Zero to Ten Ltd, 1998

TOFTS, Hannah. *I eat vegetables!* New York: Zero to Ten Ltd, 1998

YORKE, Jane, Toni RANN and Stephen OLIVER. *My first look at counting.* Dorling Kindersley Publishing Inc, 1991

YORKE, Jane. *My first look at time.* New York: Random House, 1991



READING AND WRITING TARGETS – YEAR 2

| Text level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Sentence level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Word level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Pupils will be able to:</b></p> <p><b><u>Fiction and Poetry</u></b></p> <p><b>Reading Comprehension</b></p> <p>Reinforce and apply their word-level skills through shared and guided reading.</p> <p>Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.</p> <p>Read with sufficient concentration to complete a text and to identify preferences. Re-tell stories orally and give the main points in sequence.</p> <p>Begin to use titles, cover pages, pictures and blurbs to predict the content of unfamiliar stories.</p> <p>Read a variety of poems on similar themes, e.g. <i>families, school, food</i>.</p> <p>Collect class and individual favourite poems for class collections, participate in reading aloud.</p> <p><b>Writing Composition</b></p> <p>Through shared and guided writing, apply phonological, graphic knowledge and sight vocabulary to spell words accurately.</p> | <p><b>Pupils will be able to:</b></p> <p>Use awareness of simple grammar of a sentence to decipher new or unfamiliar words, e.g. <i>predict text from the grammar; read on, leave a gap and re-read</i>.</p> <p>Predict words from preceding words in sentences and investigate sorts of words that fit in sentences.</p> <p>Recognise full stops and capital letters when reading and understand how they affect the way a passage is read.</p> <p>Continue demarcating sentences in writing, ending a sentence with a full stop.</p> <p>Use the term sentence appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops.</p> <p>Use capital letters for the personal pronoun 'I' for names, the start of a sentence and other common uses, e.g. <i>book titles, emphasis</i>.</p> <p>Add question marks to questions and begin to use inverted commas.</p> <p>Recognise and identify words in singular and plural form.</p> | <p><b>Pupils will be able to:</b></p> <p>From year 1 Secure knowledge of alphabet names and sounds and alphabetical order.</p> <p>Read and spell words containing the digraphs ch, th, sh, wh and ph.</p> <p>Learn the common spelling patterns for each of the long vowel phonemes: ee, ai, ie, oa, oo (long as in moon) and ar, oy, ow.</p> <p>Identify phonemes (units of sound) in speech and writing.</p> <p>Blend phonemes for reading.</p> <p>Break down words into phonemes for spelling.</p> <p>Read on sight extended range of high frequency and familiar words matched to the abilities of reading groups.</p> <p>Recognise words by common spelling patterns.</p> <p>From year 1: Investigate and learn spellings of verbs with ed (past tense) -ing (present tense) endings.</p> <p>Spell some common irregular words.</p> <p>Learn new words from reading and linked to</p> |

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| <p>Write stories using simple settings, e.g. <i>based on previous reading</i>.</p> <p><b>Non-Fiction</b><br/><b>Reading Comprehension</b></p> <p>Recognise that non-fiction books on similar themes can give different information and present similar information in different ways.</p> <p>Identify simple questions and use text to find answers. Locate parts of text that give particular information including labelled diagrams and charts, e.g. Parts of a flower.</p> <p><b>Writing Composition</b></p> <p>Write simple reports about topics or personal experiences. Make group/class books e.g. <i>Our day at school</i>.</p> <p>Use the language and features of non-fiction texts, e.g. <i>labelled diagrams, contents to make class books</i>.</p> | <p>particular topics and make collections of personal interest or significant words.</p> <p>Learn the terms vowel and consonant and be completely familiar with the terms letter sound and letter name.</p> |
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## YEAR 2 – FICTION

Extracts can be taken from these books to exploit in class and they are not all intended for independent reading.

### Suggested criteria for choice:

Texts which:

- reflect the demands of children's phonological knowledge and sight vocabulary;
- provide models of good literacy language, rhythm, rhyme and sequence;
- offer a wide range of stories which are set in the context of real and imagined worlds and other cultures;
- include accessible and familiar themes and subjects, as well as those that are more distant from children's experience or make use of fantasy;
- include both well-established and recent fiction written in a range of styles and techniques;
- engage the interest of young readers.

### Suggested texts:

- AHLBERG, Allan and Janet. *Funnybones*. London: Collins, 1982
- ANDREAE, Giles and David WOTJOWYCZ. *Rumble in the jungle*. Scholastic, 1998
- BURNINGHAM, John. *The shopping basket*. Cambridge: Massachusetts: Candlewick Press, 1996
- CARLE, Eric. *The very hungry caterpillar*. Frank Schaffer Publications, 1992
- DODDS, Siobhan. *Grandad Pot*. London: Walker Books Ltd, 2003
- FARJEON, Eleanor and Anne MORTIMER. *Cats sleep anywhere*. London: HarperCollins, 1996
- GERAGHTY, Paul. *Slobcat*. London: Red Fox Mini-Treasures, 1996
- HALLWORTH, Grace. *Down by the river: Afro-Caribbean rhymes, games and songs for children*. New York: Scholastic, 1996
- HUTCHINS, Pat. *Titch*. New York: Aladdin Books, 1993
- HUTCHINS, Pat. *Don't forget the bacon*. Puffin Books, 1978
- KEATS, Ezra Jack. *The snowy day*. New York: Scholastic Inc, 1971
- MCNAUGHTON, Colin. *Suddenly!* Scholastic, 1998
- ROWE, John. *Can you spot the spotty dog?* Random House, 1998
- SEUSS, Dr. *Green eggs and ham*. Random House, 1988
- SIMON, Francesca. *What's that noise?* London: Hodder Children's, 1996
- SMEE, Nicola. *Charlie's choice*. London: Orchard, 1995
- SMITH, Brenda. *Wake up, Charlie Dragon!* London: Scholastic Publications Limited, 1996

SMITH, Brian. *Do you know what grandad did?* The Watts Publishing Group, 1993

SUTTON, Eve. *My cat likes to hide in boxes.* Barnstaple: Spindlewood, 1984

VIPONT, Elfrida. *The elephant and the bad baby.* Harmondsworth: Puffin Books, 1979

WADDELL, Martin. *Owl babies.* Scholastic Inc, 1992

WADDELL, Martin. *The pig in the pond.* Dublin: O'Brian Press, 1992

## YEAR 2 – NON-FICTION

**All books selected for use for Year 2 should provide:**

- accurate information;
- well written, clearly presented texts;
- consistent use of some or all non-fiction book organisational features, *e.g. contents page, index, glossary;*
- use a range of features to present and explain information, *e.g. simple charts, captions, headings and supportive illustration.*

**Types and features of texts chosen for use in year 2:**

1. alphabet book;
2. picture dictionary with simple spelling checklist;
3. non-chronological and chronologically organised texts;
4. range of print scripts, fonts and sizes; various textual layouts, *e.g. lists, labels, charts, headers, simple sentences and captions containing common vocabulary;*
5. various illustrative forms, *e.g. photographs, drawings, charts, diagrams.*

**Suggested texts:**

AXWORTHY, Annie. *Guess what I'll be.* Walker Books, 2000

BRYANT-MOLE, Karen. *Tools.* Heinemann, 1996

BUTTERFIELD, Moira and Wayne FORD. *Who am I? I am big and bulky, grey and wrinkly. I live in Africa.* London: Belitha Press Ltd, 1996

CLARK, Dorothy. *Grandpas' Handkerchief.* Simon and Schuster Young Books, 1991

EHLERT, Louis. *Eating the alphabet.* Gollancz, 1999

GIBSON, Ray. *I can draw animals.* Usborne Books, 1998

GODWIN, Sam. *The drop goes plop: a first look at the water cycle.* Picture Window Books, 2004





- GORE, Sheila and Fiona PRAGOFF. *My cake*. London: A&C Black, 1990
- HUMPHREY, Paul , Alex RAMSEY, and Colin KING. *Look out on the road*.  
London: Evans Brothers Limited, 1996
- LAPAGE, Ginny. *Emergent dictionary*. London: Collins Educational, 1996
- LING, Mary. *Diggers and Dumpers*. Dorling Kindersley, 1994
- MACRO, Chris, Karen HARTLEY and Jill BAILEY. *Ladybird*.  
Heinemann,1999
- PEROLS, Sylvaine and Pierre-Marie VALAT. *Colour. Moonlight*, 1997
- POWELL, Jillian. *Who are you?* Wayland UK, 1993
- ROBINSON, Claire, and Angela HARGREAVES. *Penguin PBK (life story)*.  
Troll Communications, 1994
- TAYLOR, Geraldine. *Picture dictionary*. Penguin UK, 2000
- THEODOROU, Rod. *Big and small*. Oxford: Heinemann, 1996

## READING AND WRITING TARGETS – YEAR 3

| Text level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sentence level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Word level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Pupils will be able to:</b></p> <p><b>Fiction and Poetry</b></p> <p><b>Reading and comprehension</b></p> <p>Reinforce and apply their word level skills through shared and guided reading.</p> <p>Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read.</p> <p>Compare books by the same author to evaluate and form preferences, giving reasons.</p> <p>Collect class and individual favourite poems for class anthologies, and participate in reading them aloud.</p> <p>Write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by the characters in the text.</p> <p>Use story settings from reading to write a different story in the same setting.</p> <p>Read, respond imaginatively, recommend and collect examples of poems.</p> <p><b>Writing Composition</b></p> <p>Apply phonological, graphic knowledge and sight vocabulary to spell words</p> | <p><b>Pupils will be able to:</b></p> <p><b>Grammatical awareness</b></p> <p>Use an awareness of grammar to decipher new or unfamiliar words, e.g. <i>to predict from the text, to read on, leave a gap and re-read.</i></p> <p>Read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks, and commas to mark pauses).</p> <p>Explore the function of <b>verbs</b>.</p> <ul style="list-style-type: none"> <li>• Notice that sentences cannot make sense without them.</li> <li>• Collect examples from their own reading.</li> <li>• Be aware of verb tenses and identify present tense and past tense.</li> <li>• Use the term verb appropriately.</li> <li>• Explore the function of adjectives.</li> <li>• Discuss and define what they have in common.</li> <li>• Collect and classify examples from their own reading. e.g. <i>for colours, sizes, moods.</i></li> <li>• Experiment with the impact of different adjectives in shared writing.</li> <li>• Use the term adjective appropriately.</li> </ul> | <p><b>Pupils will be able to:</b></p> <p>Identify phonemes in speech and writing.</p> <p>Blend phonemes for reading.</p> <p>Break down words into phonemes for spelling.</p> <p>Revise alphabet sound and names.</p> <p>Revise alphabet order and start to use this to look up information e.g. <i>to make a vocabulary book.</i></p> <p>Revise the common spelling patterns for each of the long vowel phonemes.</p> <p>Understand and use <i>vowel</i> and <i>consonant</i>.</p> <p>To read and spell words containing the digraphs: ch, th, sh, wh, and ph.</p> <p>To know the common spelling patterns for vowel phonemes: air, or, and er.</p> <p>To spell words with common <b>prefixes</b>, e.g. <i>un-, dis-</i> to indicate the negative.</p> <p>To spell words with common <b>suffixes</b>, e.g. <i>-ful, -ly</i>.</p> <p>To spell common irregular words.</p> <p><b>Spelling strategies</b></p> <p>To identify mis-spelt words in their own writing, keep a list and learn to spell them.</p> |



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| <p>accurately in shared and guided writing.</p> <p>Write about significant incidents from known stories.</p> <p>Write stories using simple settings, e.g. <i>based on previous reading</i></p> <p>Use a story structure to write about own experience in a similar form.</p> <p>Use language of time to structure a sequence of events, e.g. <i>After that..., suddenly...</i></p> <p><b>Non Fiction</b></p> <p><b>Reading comprehension</b></p> <p>Understand the distinction between fact and fiction, and use the terms <b>fact</b>, <b>fiction</b> and <b>non-fiction</b> appropriately.</p> <p>Pose questions and record these in writing prior to reading non-fiction to find answers.</p> <p>Use a contents page and index to find way about text.</p> <p>Skim-read title, contents page, illustrations, chapter headings and sub headings to speculate what a book might be about.</p> <p>Use dictionaries and glossaries to locate words by using initial letter.</p> <p>Understand that dictionaries and glossaries give definitions and explanations.</p> | <ul style="list-style-type: none"> <li>• Extend knowledge of <b>plural nouns</b>.</li> <li>• Recognise the use of singular and plural forms in speech and through shared reading.</li> <li>• Transform sentences from singular to plural and vice versa, noting which words have to change and which do not.</li> <li>• Recognise the terms singular and plural.</li> </ul> <p>Collect examples and notice the differences between verbs in the 1st 2nd and 3rd persons, e.g. <i>I/we do, you /you do, he/she does/they do</i>.</p> <p>Be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. <i>I am, the children are</i>.</p> <p>Practise using simple gender forms, e.g. <i>his/her</i> in context.</p> <p>Find examples, in fiction and non-fiction, of words and phrases that <b>link sentences</b>, e.g. <i>after, during, before, then, next, after a while</i>.</p> <p>Investigate through reading how words and phrases can signal time sequences, e.g. <i>first, then, after</i></p> <p><b>Sentence construction and punctuation</b></p> <p>Demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter.</p> | <p>Learn new spellings with "look, say, cover, write, check" strategy.</p> <p>Study at home for regular spelling tests.</p> <p><b>Vocabulary</b></p> <p>For guided reading, to read on sight high frequency words likely to occur in graded texts and matched to the ability of reading groups.</p> <p>Read new words from topic work.</p> |
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| <p>Read flow charts and cyclical diagrams that explain a process.</p> <p><b>Writing Composition</b></p> <p>Make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. <i>topics, poems, derived from stories.</i></p> <p>Write non-fiction texts using texts read as models for own writing, e.g. <i>use of headings, sub-headings, captions.</i></p> | <p>Write in complete sentences.</p> <p>Recognise and take account of commas and exclamation marks in reading aloud with appropriate expression.</p> <p>Use <b>commas</b> to separate items in a list.</p> <p>Identify <b>speech marks</b> in reading, understand their purpose.</p> <p>Investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings.</p> <p>Explore purposes and collect examples.</p> <p>Use the terms <b>speech marks, comma, full-stop, exclamation mark and question mark.</b></p> <p>Begin to use the above correctly in their own writing.</p> <p>Re-read own writing for sense and punctuation.</p> <p>Revise knowledge about other uses of <b>capitalisation</b>, e.g. <i>for names headings, titles, emphasis and begin to use in own writing.</i></p> <p>Use a variety of organisational devices, e.g. <i>arrows, lines, boxes, keys, to indicate sequences and relationships.</i></p> <p>Begin to turn statements into questions, learning a range of question words: what, where, when and who, and to add question marks.</p> |  |
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### YEAR 3 – FICTION

Extracts can be taken from these books to exploit in class and they are not all intended for independent reading.

#### Suggested criteria for choice:

Texts which:

- make demands on children's developing vocabulary, and their ability to read complex sentences;
- require reading to be sustained;
- show how authors portray characters, setting and plot through dialogue, action and interaction;
- include traditional and classic stories and poems, as well as texts which include challenging themes;
- represent a range of techniques and styles and also draw on those of other cultures.

#### Suggested texts:

- AHLBERG, Allan. *Ms Cliff the climber*. Penguin Group Incorporated, 1997
- COOK, Helen and Morag STYLES. *Don't do that!* Cambridge University Press, 1991
- CRAIG, Helen. *The town mouse and the country mouse*. Cambridge: Massachusetts: Candlewick Press, 1992
- FOSTER, John. *A red poetry paintbox*. Oxford University Press, 2001
- GATES, Susan P. *Beware the killer coat*. London: Walker Books Ltd, 1994
- GERAS, Adele. *Chalk and cheese*. Corgi Pups, 1997
- GLIORI, Debi. *Mr. Bear babysits*. London: Orchard Books, 1994
- HUGHES, Shirley. *Chips and Jessie*. Macmillan Education, 1989
- IMPEY, Rose. *Too many babies*. The Watts Publishing Group, 2003
- INKPEN, Mick. *Kipper's birthday*. Hodder and Stoughton, 1993
- INKPEN, Mick. *Nothing*. London: Hodder Children's, 1995
- KING-SMITH, Dick. *Happy Mouseday*. Corgi, 1994
- KUSKIN, Karla. *James and the rain*. E.M. Hale, 1962
- MARTIN, Francesca. *The honey hunters*. London: Walker Books, 1992
- MCKEE, David. *Elmer*. London: Red Fox, 1998
- MOON, Pat and Tim ARCHBOLD. *Ben's Bean*. The Watts Publishing Group, 1996
- NICHOLS, Grace and Sarah ADAMS (illust.). *Asana and the animals: a book of pet poems*. London: Walker, 1998
- PITCHER, Caroline. *The Snow Whale*. London: Frances Lincoln, 1996

- RAWNSLEY, Irene. *Jungle Shorts*. Oxford University Press, 1995
- RAYNER, Shoo. *The Ginger Ninja*. Hodder and Stoughton, 1996
- ROSS, Tony. *Lazy Jack*. New York: Penguin Putnam Books for Young Readers, 1996
- SNELL, Gordon. *Lottie's letter*. London: Orion Children's Books, 1996
- VELTHUIJS, Max. *Frog and the stranger*. London: Andersen, 1993

## YEAR 3 – NON-FICTION

### All books at this stage should provide:

- accurate information;
- well written clearly presented texts;
- consistent use of some or all non-fiction book organisational features, *e.g. contents page, index, glossary*;
- use a range of features to present and explain information, *e.g. simple charts, diagrams and labels, captions, headings and supportive illustration*.

### Types and features of texts chosen for use in year 3:

1. non-chronological texts;
2. chronological texts, *e.g. life cycles and timelines*;
3. simple explanations, instructions;
4. different books on the same topic;
5. dictionary with simple definitions;
6. various additional non-fiction organisational features, *e.g. head words and glossary*.

### Suggested texts:

- BACK, Christine. *Chicken and Egg*. Parsipanny: New Jersey: Silver Burdett Press, 1990
- BACK, Christine and Barrie WATTS (illustrator). *Spider's Web*. Silver Burdett Press, 1989
- BRYANT-MOLE, Karen. *Food*. Heinemann, 1996
- COX, Kath. *School*. Hodder and Stoughton, 1997
- CROMWELL, Sharon and Dick SMOLINSKI. *How do I know it's Yucky? And other questions about the senses (body wise)*. Oxford: Moondrake, 1997
- DELAFOSSÉ, Claude and Daniel MOIGNOT. *Let's look at animals underground*. Moonlight Publishing, 1998



- GOLDSMITH, E. *My first Oxford dictionary*. Oxford: Oxford University Press, 1997
- LANGRAN, Ann. *Has it gone off?* Harlow: Longman, 1994
- LING, Mary. *Wild animal go-around*. Dorling Kindersley, 1995
- NEATE, Bobbie and Susan HENRY. *How babies grow*. Harlow: Longman, 1994
- O'NEILL, Amanda. *I wonder why spiders spin webs and other questions about creepy crawlies*. London: Kingfisher, 1995
- ROOT, Betty and Jonathan LANGLEY. *My first dictionary*. Dorling Kindersley Publishing Inc, 1993
- ROYSTON, Angela. *The Mouse*. Nashville: Tennessee: Ideal Children's Books, 1989
- ROYSTON, Angela. *Vehicle stickers: tractors*. Dorling Kindersley Publishing Inc, 1999
- SAVAGE, Stephen. *Blackbird*. Hove: Wayland, 1994
- SHUTER, Jane. *Picture the past: Shops*. Heinemann, 1997
- STANFIELD, Jeff. *School*. Hove: Wayland, 1999
- WALLACE, Karen. *Red Fox*. Cambridge: Massachusetts: Candlewick Press, 1994
- WATSON, Carol. *A day in the life of a Vet*. London: Watts, 1997
- WOOD, Jenny. *Buddhist*. The Watts Publishing Group, 1995

## READING AND WRITING TARGETS – YEAR 4

| Text level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Sentence level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Word level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Pupils will be able to:</b></p> <p><b>Fiction and Poetry</b></p> <p><b>Reading Comprehension</b></p> <p>Compare a range of story settings, and select words and phrases that describe scenes.</p> <p>Recognise how dialogue is presented in stories, e.g. <i>through statements, questions, exclamations</i>; and recognise how paragraphing is used to organise dialogue.</p> <p>Be aware of different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. <i>puppets to represent stories</i>.</p> <p>Read, prepare and present simple play scripts, e.g. <i>by looking at dialogue, stage directions, layout of text in prose and play scripts</i>.</p> <p>Read about authors from information on book covers, e.g. <i>other books written, whether the author is alive or dead and who the publisher is</i>.</p> <p>Identify and discuss patterns of rhythm, rhyme and other features of sound in different poems.</p> <p>Comment on and recognise when the reading aloud of a poem makes sense and is effective.</p> | <p><b>Pupils will be able to:</b></p> <p><b>Grammatical awareness</b></p> <p>Use an awareness of grammar to decipher new or unfamiliar words. e.g. <i>to predict from the text, read on, leave a gap and return</i>; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading.</p> <p>Identify <b>pronouns</b> and understand their functions in sentences through:</p> <ul style="list-style-type: none"> <li>• Noticing in speech and reading how they stand in place of nouns.</li> <li>• Substituting pronouns for common nouns and proper nouns in their own writing.</li> <li>• Distinguishing personal pronouns, e.g. <i>I, you, him</i> and <i>it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>.</li> <li>• Investigate how pronouns are used to mark gender: he, she, they, etc.</li> </ul> <p>Extend knowledge of verbs.</p> <ul style="list-style-type: none"> <li>• Revise work from year 3.</li> <li>• Classify into regular and irregular past tenses.</li> <li>• Explore different pronunciations of -ed words.</li> <li>• Learn and use most frequently used present and past tense verbs.</li> </ul> | <p><b>Pupils will be able to:</b></p> <p>Identify phonemes in speech and writing.</p> <p>Blend phonemes for reading.</p> <p>Spell words containing each of the long vowel phonemes.</p> <p><b>Spelling strategies</b></p> <p>Identify misspelled words in their own writing, keep lists and learn to spell them.</p> <p>Build from other words with similar patterns and meanings.</p> <p>Spell by analogy with other known words. e. g. <i>light and fright</i>.</p> <p>Use word banks and dictionaries.</p> <p>Practise new spellings by "look, say, cover, write, check" strategy.</p> <p><b>Spelling conventions and rules</b></p> <p>Investigate how the spellings of verbs alter when -<i>ing</i> is added.</p> <p>Investigate spelling pattern -i.e. as in <i>bottle, little</i>.</p> <p>Recognise and spell common prefixes and how these influence meanings. e.g. <i>un-, de-, dis-, re-, pre-</i>.</p> <p>Use knowledge of <b>prefixes</b> to generate new words from root words, especially antonyms. e.g. <i>happy/sad, appear/disappear</i>.</p> |



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| <p>Identify and discuss favourite poems and poets, using appropriate terms, i.e. <i>poet, poem, verse, rhyme etc.</i></p> <p><b>Writing Composition</b></p> <p>Plan a simple structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning.</p> <p>Describe and sequence key incidents in a variety of ways, e.g. <i>by listing, charting, mapping, making simple storyboards.</i></p> <p>Create word banks associated with a topic by brainstorming, word association etc.</p> <p>Use reading as a model to write own passage of dialogue.</p> <p>Develop the use of settings in stories by writing short descriptions of known places.</p> <p>Begin to write portraits of characters, using story text to describe behaviour and characteristics, and present portraits in a variety of ways, e.g. <i>as posters, labelled diagrams, letters to friends about them.</i></p> <p>Investigate and collect sentences/phrases for story openings and endings, and use some of these formal elements in retelling and story writing.</p> <p>Write simple play scripts based on own reading and oral work.</p> | <ul style="list-style-type: none"> <li>• Use verb tenses with increasing accuracy in speaking and writing.</li> <li>• Use present tense for instructions, directions and explanations.</li> <li>• Use the past tense for narration.</li> <li>• Use the verbs <b>to be</b> and <b>have got</b> in context.</li> <li>• Extend knowledge of adjectives.</li> <li>• Revise the work from year 3.</li> <li>• Experiment with deleting and substituting adjectives and noticing effect on meaning.</li> <li>• Examine comparative and superlative adjectives.</li> <li>• Compare adjectives on a scale of intensity.</li> <li>• Extend knowledge of plurals.</li> <li>• Understand the term collective noun and collect examples.</li> <li>• Use the terms singular and plural appropriately.</li> </ul> <p><b>Sentence construction and punctuation</b></p> <p>Use speech marks correctly in writing.</p> <p>Note where commas occur in reading and discuss their functions in helping the reader.</p> <p>Use the term comma appropriately in relation to reading.</p> | <p>Learn how words change when -er, -est and -y are added.</p> <p>Investigate and identify basic rules for changing the spelling of nouns when s is added.</p> <p>Use the terms <b>singular</b> and <b>plural</b> appropriately.</p> <p>Use the apostrophe to spell shortened forms of words. e.g. <i>don't, can't.</i></p> <p>Spell regular verb endings -s, -ed, -ing.</p> <p>Spell common irregular tense changes . e.g. <i>go/went, can/could.</i></p> <p><b>Vocabulary extension.</b></p> <p>Collect new words from reading and topics and create ways of categorising them. e.g. <i>personal dictionaries and glossaries.</i></p> <p>Understand the purpose and organisation of the dictionary.</p> <p>Match definitions with words and infer the meaning of unknown words from context.</p> <p>Define familiar vocabulary in their own words.</p> <p>Collect/classify words with common roots.</p> <p>Split familiar oral and written compound words into their component parts. e.g. <i>policeman, playground.</i></p> |
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| <p>Begin to structure stories into paragraphs to show the beginning, middle and the end.</p> <p><b>Non- Fiction</b></p> <p><b>Reading Comprehension</b></p> <p>Discuss what definitions are and explore some simple definitions in dictionaries.</p> <p>Understand the distinction between fact and fiction and use appropriately the terms <i>fact, fiction and non-fiction</i>.</p> <p>Identify differences in the style and structure of fiction and non-fiction writing.</p> <p>Locate information, using contents, index, headings, sub-headings, page numbers and bibliographies.</p> <p>Identify the different purposes of instructional texts, e.g. <i>recipes, route finders, timetables etc.</i></p> <p>Read and follow simple instructions.</p> <p>Summarise orally in one sentence the content of a passage or text, and the main point it is making.</p> <p><b>Writing Composition</b></p> <p>Produce simple flow charts or diagrams that explain a process.</p> <p>Make simple notes from non-fiction texts to use in subsequent writing, e.g. <i>key words and phrases, page references, headings...</i></p> | <p>Identify possessive apostrophes in reading and understand to whom or what they refer.</p> <p>Turn statements into questions, noticing how the word order changes.</p> <p>Use a variety of simple organisational devices, e.g. <i>arrows, lines, boxes, keys to indicate sequences and relationships</i>.</p> <p>Revise work on verbs in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person.</p> <ul style="list-style-type: none"> <li>• Discuss the purposes for which each can be used: relating to different types of text, e.g. 1<sup>st</sup> person for diaries, personal letters; 2<sup>nd</sup> person for instructions, directions; 3<sup>rd</sup> person for narrative, recounts.</li> <li>• Understand the need for grammatical agreement.</li> </ul> <p>Recognise different conjunctions for joining sentences together, e.g. <i>then, when, if, so, while</i>.</p> <p>Investigate through reading how words and phrases can signal time sequences and use in writing: first, then, after...</p> | <p>Investigate common vocabulary for introducing and concluding dialogue. e.g. <i>said, replied, asked</i>. Collect examples from reading.</p> <p>Generate synonyms for high frequency words.</p> |
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| <p>Make a simple record of information from texts read e.g. <i>by completing a chart of information discovered, by listing key words.</i></p> <p>Begin to write non-chronological reports from known texts read, using notes made to organise and present ideas. write for a known audience, e.g. <i>peers, teacher, parent.</i></p> <p>Begin to write instructions, e.g. recipes, rules for playing games, using a range of organisational devises, e.g. <i>lists, dashes, commas for lists in sentences,</i> and recognise the importance of correct sequence.</p> <p>Use IT to bring to a published form.</p> |  |  |
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## YEAR 4 – FICTION

Extracts can be taken from these books to exploit in class and they are not all intended for independent reading.

### Suggested criteria for choice:

Texts which:

- include more complex structures and figurative language;
- include characterisation and events which challenge pupils' understanding of theme;
- include stories and poems with more sustained plots, descriptions and interactions;
- require a deeper response, for example drawing more extensively on skills of inference and deduction;
- represent a range of genres, for example traditional stories and stories from other cultures.

### Suggested texts:

AGARD, John. *We animals would like a word with you*. London: The Bodley Head, 1996

ANDERSEN, Hans Christian. *Steadfast Tin Soldier*. HarperCollins Publishers, 1992

BENJAMIN, Floella. *Skip across the ocean: nursey rhymes around the world*. New York: Orchard Books, 1995

BINCH, Caroline. *Gregory Cool*. London: Frances Lincoln, 1994

CAMERON, Ann. *The stories Julian tells*. Yearling Books, 1989

CARPENTER, Humphrey and Frank RODGERS. *Mr Majeika*. Harmondsworth: Kestrel, 1984

CRESSWELL, Helen. *A gift from Winklesea*. Middlesex: Puffin Books, 1982

DAHL, Roald. *The magic finger*. Puffin Books, 1993

DOHERTY, Berlie. *Willa and Old Miss Annie*. London: Walker, 1994

FINE, Anne. *The diary of a killer cat*. England: Puffin Books, 1996

FRENCH, Fiona. *Little Inchkin*. Dial Books for Young Readers, 1994

FRENCH, Vivien and Paul KORKY. *Aesop's Funky Fables*. Viking, 1998

GERAS, Adele. *The six swan brothers*. London: Scholastic, 1998

HEIDE, Florence Parry and Edward GOREY. *The Shrinking of Treehorn*. Dell Yearling, 1979

HUGHES, Ted. *The iron man*. London: Faber and Faber, 1989

JAMES, Simon. *Dear Greenpeace*. Walker Books, 1993



- KING-SMITH, Dick. *George speaks*. Roaring-Book Press, 2002
- MEDLICOTT, Mary. *The King with dirty feet and other stories*. London: Kingfisher, 1996
- NIMMO, Jenny *The Owl Tree*. London: Walker Books, 1997
- ONYEFULU, Obi and Evie SAFAREWICZ (illust.). *Chinye: A West African folk tale*. New York: Penguin Putnam Books for Young Readers, 1994
- PADT, Martjee and Mylo FREEMAN (illust.). *Shanti the zebra*. Hove: MacDonald Young, 1998
- PEARCE, Phillippa. *Mrs Cockle's cat*. Lippincot, 1961
- ROSEN, Michael. *Moving*. Viking Books, 1993
- ROSSELSON, Leon. *Rosa and her singing grandfather*. Philomel Books, 1996
- SOUHAMI, Jessica. *Rama and the demon king: an ancient tale from India*. London: Frances Lincoln, 1997
- TOKSVIG, Sandi. *Unusual day*. Corgi, 1997
- TOMLINSON, Jill. *The owl who was afraid of the dark*. London: Egmont, 2002
- WHELEHAN, Dennis. *The Dad library*. London: Young Corgi, 1997

## YEAR 4 – NON-FICTION

All books selected for use this stage should provide:

- accurate information;
- well written, clearly presented texts in a variety of layouts;
- consistent use of non-fiction book organisational features e.g. *contents page, index, glossary, subheadings*;
- use of a range of features to present and explain information;
- technical and specialist vocabulary within subject specialisms, where appropriate;
- opportunities for sustained reading.

Types and features of texts chosen for use in year 4:

1. varied non-fiction organisational features and print styles;
2. paragraphing of blocks of text;
3. a range of formats and notations, e.g. *charts, lists, tables, plans and numbered bullet points*;
4. dictionary with more detailed information, thesaurus.

## Suggested texts:

- AMOS, Janine. *Animals in danger*. The Watts Publishing Group, 2003
- BENNETT, Paul. *Healthy Eating*. Silver Burdett Press, 1997

- BLOOMFIELD, Leam. *Collins Junior Thesaurus*. Collins Educational, 2003
- BRASSEY, Richard. *Look into their Eyes*. London: Dolphin, 1998
- DUNBAR, James. *Making Puppets*. Pearson Schools, 1994
- FRENCH, Vivian. *Spider Watching*. London: Walker, 1994
- FRENCH, Vivian. *Whale Journey*. Zero to ten Publishing, 1998
- GARDNER, Faye and Anne RICHARDSON. *School life in Grandma's day*. Evans Publishing Group, 2001
- KALMAN, Bobbie. *Bears*. Crabtree Publishing Company, 1994
- KALMAN, Bobbie. *A Koala is not a Bear*. Evans Publishing Group, 2001
- MACDONALD, Fiona. *Homes*. Crabtree Publishing Company, 2000
- MORGAN, Michaela and Colin S. MILKINS. *Introductory Encyclopaedia of British Wild Animals*. Pearson Schools, 1994
- POWELL, Jillian. *Spring on the farm*. Hodder and Stoughton, 2001
- PURKIS, Sallie. *A sense of history*. Harlow: Longman, 1995
- SANSOME, Rosemary, Dee REID and Barry ROWE. *The Oxford illustrated Junior dictionary*. Oxford University Press, 1996
- SO, Sungway. *C is for China*. London: Frances Lincoln Ltd, 2000
- TAYLOR, Barbara. *Where people shop*. London: A&C Black, 1994
- WALLACE, Karen. *Think of an eel*. London: Walker, 2001
- WARDLEY, Rachel, Rita D. GOULD. and Teri GOWER (illustrator). *The Usborne First Dictionary*. London: Usborne, 2002



READING AND WRITING TARGETS – YEAR 5

| Text level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Sentence level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Word level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>Pupils will be able to:</b></p> <p><b>Fiction and Poetry</b></p> <p><b><u>Reading Comprehension</u></b></p> <p>Investigate the styles and voices of traditional story language and collect examples, e.g. <i>story openings and endings</i>; list, compare and use in own writing.</p> <p>Refer to significant aspects of the text, e.g. <i>opening, build up, atmosphere</i>, and to know language is used to create these, e.g. <i>use of adjectives for description</i>.</p> <p>Identify typical story themes, e.g. <i>good over evil, weak over strong, trials and forfeits</i></p> <p>Identify and discuss main and recurring characters, evaluate their behaviour and justify views.</p> <p>Choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</p> <p>Prepare, read and perform play scripts and compare organisation of scripts with stories.</p> <p>Chart the build up of a play scene, e.g. <i>how scenes start, how dialogue is expressed, and how scenes are concluded</i>.</p> <p>Compare and contrast works by the same author,</p> | <p><b>Pupils will be able to:</b></p> <p><b>Grammatical awareness</b></p> <p>To re-read own writing and begin to identify errors.</p> <p>To understand that some words can be changed in particular ways and others cannot, e.g. <i>changing verb endings, adding comparative endings, pluralisation</i> and that these are important clues for identifying word classes.</p> <p>Revise work on <b>pronouns</b> from Y4</p> <p>Investigate <b>verb tenses: (past, present and future)</b></p> <ul style="list-style-type: none"><li>• Compare sentences from narrative and information texts, e.g. <i>narrative in past tense and explanations in present, forecasts in the future</i>. Develop awareness of how tense relates to purpose and structure of text.</li><li>• Understand the term tense (i.e. that it refers to time) in relation to verbs and use it appropriately.</li><li>• Learn and use the verbs <b>to be</b> and <b>have got</b>.</li><li>• Use <b>Going to + verb</b></li><li>• Use <b>can/could</b></li><li>• Revise and extend work on <b>adjectives</b> from Y4.</li><li>• Relating them to suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>)</li></ul> | <p><b>Pupils will be able to:</b></p> <p><b>Read and spell words through:</b></p> <p>Identifying phonemes in speech and writing.</p> <p>Blending phonemes for reading.</p> <p>Segmenting words into phonemes for spelling.</p> <p>Correct reading and spelling of words from Y4.</p> <p><b>Spelling strategies</b></p> <p>Identify misspelled words in their own writing, keep lists and learn to spell them.</p> <p>Build from other words with similar patterns and meanings.</p> <p>Spell by analogy with other known words. e. g. <i>cough and trough</i>.</p> <p>Use word banks and dictionaries.</p> <p>Practise new spellings by "look, say, cover, write, check" strategy.</p> <p><b>Spelling conventions and rules</b></p> <p>To spell two-syllable words containing double consonants, e.g. <i>bubble, kettle</i>.</p> <p>To investigate, spell and read words with silent letters, e.g. <i>knee, write, knot</i>.</p> <p>To distinguish the spelling and meaning of common <b>homophones</b>. e. g. <i>to/too/two</i>.</p> |

e.g. *different stories, sequels using same characters in new setting, stories sharing similar themes.*

### **Writing Composition**

Use different ways of planning stories, e.g. *brainstorming, notes, diagrams.*

Write character sketches, focussing on small details to evoke sympathy or dislike.

Write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting.

Write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and use these to help structure the writing.

Use paragraphs in story writing to organise and sequence the narrative.

Collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons.

Invent calligrams and a range of shape poems, selecting appropriate words and careful presentations. Build up class collections.

Write simple play scripts based on own reading and oral work.

• Relating them to adverbs which indicate degrees of intensity e.g. *very, quite, more, most.*

### **Sentence construction and punctuation**

To identify the **common punctuation** marks including commas, semi-colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading.

To practice using **commas** to mark grammatical boundaries in their own writing, and to recognise how commas, connectives and full-stops are used to join and separate clauses.

To become aware of how the grammar of a sentence alters when the **sentence type** is altered, when, e.g. *a statement is made into a question, a question becomes an order, a positive statement is made negative, noting:*

- the order of the words;
- verb tenses;
- additions and/or deletions of words;
- changes to punctuation;

To use the **apostrophe** to mark possession through:

- identifying possessive apostrophes in reading and to whom or what they refer.
- distinguishing between uses of apostrophe for contraction and possession.

To recognise and spell the **prefixes** mis-, non-, ex-, co-, anti-.

Revise basic rules for changing the spelling of nouns when s is added.

To recognise and spell common **suffixes** and how these influence meaning. e.g. *-ly, -ful, -less.*

Know that -ll in full becomes -l when used as a **suffix**.

*Recognise* that words ending in a single consonant preceded by a short vowel double the consonant before adding -ing etc. e.g. *sitting, wetter, hummed.*

Recognise that c is usually soft when followed by i or e. e.g. *circus.*

Revise how words change when- er,- est and -y are added.

Investigate what happens to words ending in f when **suffixes** are added.

To understand how **diminutives** are formed. e.g. *suffixes -ette, prefixes mini-, adjectives (little), nouns (piglet) and nicknames.*

### **Vocabulary extension**

Search for, collect, and define new words from reading and topic work and create ways of categorising them, e.g. *personal dictionaries and glossaries.*

Organise words or information alphabetically using the first 2 letters.



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| <p>Write book reviews for a specified audience, based on evaluations of plot, characters and language.</p> <p><b>Non- Fiction</b><br/><b><u>Reading Comprehension</u></b></p> <p>Identify different types of text, e.g. <i>their content, structure, vocabulary, style, layout and purpose.</i></p> <p>Recognise how written instructions are organised, e.g. <i>lists, numbered points, diagrams and arrows, bullet points</i> which support the reader in gaining information efficiently.</p> <p>Compare the way information is presented, e.g. <i>by comparing a variety of information texts including IT-based sources.</i></p> <p>Read information passages and identify main points or gist of text e.g. <i>by noting or underlining key words or phrases, listing the key points covered.</i></p> <p>Read examples of letters written for a range of purposes, e.g. <i>to recount, explain, complain, congratulate etc.</i> and understand form and layout, including use of paragraphs, and ways of starting and ending the letter.</p> <p>Scan indexes, directories and IT sources to locate information quickly and accurately.</p> <p>Locate books by classification</p> | <p>Collect / classify words with common <b>roots</b>.</p> <p>Learn more compound words, e.g. <i>policeman, playground.</i></p> <p>Study examples of common vocabulary for introducing and concluding dialogue, e.g. <i>said, asked.</i></p> <p>Practice using alternatives to <i>said</i> when retelling stories.</p> <p>Use the term <b>synonym</b>.</p> <p>Use <b>synonyms</b> and other alternative words/phrases that express same or similar meaning.</p> <p>Write simple definitions of familiar words.</p> <p>Investigate and collect "false friends", words which appear to be similar in English and Spanish, but which have very different meanings. e. g. <i>exit/éxito, pretend/pretender.</i></p> |
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| <p>in class or school libraries where possible.</p> <p>Identify the main features of newspapers, including layout range of information, organisation of articles, advertisements and headlines.</p> <p>Predict newspaper stories from the evidence of headlines, making notes then checking against the original.</p> <p>Identify the features of instructional texts including:</p> <ul style="list-style-type: none"><li>• Noting the intended outcome at the beginning.</li><li>• Listing materials or ingredients.</li><li>• Clearly set out sequential stages.</li><li>• Language of commands, e.g. <i>imperative verbs</i>.</li></ul> <p><b>Writing Composition</b></p> <p>Make clear notes through:</p> <ul style="list-style-type: none"><li>• Discussing the purpose of note making and looking at simple examples.</li><li>• Identifying the purpose for which particular notes will be used.</li><li>• Identify key words, phrases or sentences in reading.</li><li>• Make use of simple formats to capture key points, e.g. <i>flow chart, for and against columns, matrices to complete in writing or on screen</i>.</li></ul> <p>Write letters, notes and messages linked to work in other subjects to communicate</p> |  |  |
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| <p>within school, e.g. <i>recycling, rules of politeness etc.</i></p> <p>Use IT to bring to published form to audience, discussing relevance of layout, font etc.</p> <p>Experiment with recounting the same event in a variety of ways, e.g. <i>in story form, a letter, a news report.</i></p> <p>Organise letters into simple paragraphs.</p> <p>Summarise in writing the content of a passage or text and the main point it is making.</p> <p>Write newspaper style reports, e.g. <i>about school events or an incident from a story</i>, including:</p> <ul style="list-style-type: none"><li>• Composing headlines.</li><li>• Using IT to draft and layout reports.</li><li>• Organising writing into paragraphs.</li></ul> |  |  |
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## YEAR 5– FICTION

Extracts can be taken from these books to exploit in class and they are not all intended for independent reading.

### Suggested criteria for choice:

Texts which:

- make demands on children's growing understanding of how characters and plots are developed and paced throughout a book;
- provide a variety of approaches to telling a narrative;
- exemplify a wide range of more complex structures ideas and underlying themes, sometimes set in different times, worlds and cultures;
- engage the interest of children through style and content.

### Suggested texts:

AGARD, John and Grace NICHOLLS. *A Caribbean Dozen: Poems from Caribbean poets*. Cambridge: Massachusetts: Candlewick Press, 1994

AHLBERG, Allan and Janet. *The clothes horse and other stories*. New York: Penguin Putnam Books for Young Readers, 1992

AIKEN, Joan. *Fog hounds, sea cat, wind mice*. London: Macmillan UK, 1994

BINCH, Caroline. *Gregory Cool*. New York: Dial Books for Young Readers, 1993

BRANFORD, Henrietta. *Spacebaby*. BBC Consumer Publishing, 2002

CRESSWELL, Helen and Jason COCKCROFT. *The sea piper (story books)*. Hodder Headline, 1997

CROSS, Gillian. *The crazy shoe shuffle*. London: Methuen Children's, 1995

CROSSLEY-Holland, Kevin. *Storm*. London: William Heinemann Ltd, 1985

FINE, Anne. *The angel of Nitshill Road*. Mammoth, 1999

FOSTER, John and Paul KORKY *Dragon poems*. Oxford University Press, 1991

GAVIN, Jamila. *Our favourite stories*. Dorling Kindersley Publishing Inc, 1997

GOODHEART, Pippa. *Flow*. Aylesbury: Ginn, 1998

GRAHAME, Kenneth. *The reluctant dragon*. Henry Holt & Company, 1988

JAFFREY, Madhur. *Robi Dobi: The marvellous adventures of an Indian elephant*. Dial Books For Young Readers, 1997

JEFFERS, Susan. *Brother Eagle, Sister Sky: a message from Chief Seattle*. Dial Books for Young Readers, 1991

LEESON, Robert. *Smart Girls*. Walker Books, 1997

MACLAHLAN, Patricia. *Sarah, plain and tall*. Scholastic, 1997

MORPURGO, Michael. *Butterfly lion*. London: HarperCollins, 1996



- MURPHY, Jill. *The worst witch*. New York: Avon Camelot, 1998
- NIMMO, Jenny. *The Dragon's child*. London: Hodder Children's, 1999
- SCIESZAKA, Jon. *The true story of the three little pigs*. Viking Juvenile, 1989
- STEPTOE, John. *Mufaro's beautiful daughters: an African tale*. Knight, 1991
- STEVENSON, Robert Louis. *A child's garden of verses*. Simon and Schuster, 1999
- THOMAS, Frances. *Mr Bear and the bear*. London: Andersen Press, 2003
- TRIVIZAS, Eugene. *The three little wolves and the big bad pig*. London: Egmont, 1993
- WILSON, Jacqueline. *Cliffhanger*. Great Britain: Yearling, 1995
- WILSON, Jacqueline. *The suitcase kid*. Doubleday, 1992

## YEAR 5- NON-FICTION

All books selected for use this level should provide:

- accurate information;
- well written, clearly presented texts in a variety of layouts;
- consistent use of non-fiction book organisational features, e.g. *contents page, index, glossary, subheadings*;
- use a range of features to present and explain information;
- technical and specialist vocabulary within subject specialisms, where appropriate;
- opportunities for sustained reading.

Types and features of texts chosen for use in year 5:

1. varied presentations of key points, supported by longer blocks of text;
2. different writing forms, e.g. *report, instruction, argument*.

## Suggested texts:

- BARTON, Miles. *Why do people harm animals?* London: Gloucester Press, 1995
- BINGHAM, Caroline. *Race Car – and other speed machines*. Dorling Kindersley Publishing, 1996
- BINGHAM, Jane. *The Usborne Illustrated Thesaurus*. Usborne Publishing Ltd, 2001
- BURNS, Peggy. *Writers – Famous lives*. Hove: Wayland, 1997
- CHRISP, Peter and Gerald WOOD. *A Tudor School*. Heinemann, 1997
- EVANS, Mark. *Puppy: How to look after your pet*. Dorling Kindersley Publishing, 2003

- FORD, Brian J. *Kingfisher First Encyclopaedia of Science*. London: Kingfisher, 1993
- GREENWAY, Theresa. *The really hairy scary spider*. Dorling Kindersley Publishing, 1996
- MANNICK, Mick. *A ruined house*. London: Walker, 1994
- MOSES, Brian and Adam Hook. *Look inside a Tudor warship*. Hodder and Stoughton, 2002
- PARKER, Steve. *Making tracks*. London: Walker, 1997
- PARKER, Steve. *I wonder why tunnels are round and other questions about building*. London: Kingfisher, 1995
- PIPES, Rose. *Rainforests*. Zoe Books, 1997
- ROYSTON, Angela. *Birds*. Chrysalis Books, 2003
- TAMES, Richard. *What do we know about the Tudors and Stuarts?* Hemel Hempstead: Simon and Schuster Young Books, 1994
- TAYLOR, Barbara. *Weather and Climate*. Kingfisher, 2001
- WHITTLE, Fran. *Simple machines – design and create*. Austin: Texas: Raintree/Steck Vaugh, 1998
- WOOD, Richard. *Kitchens through the ages*. Hodder and Stoughton, 1998



READING AND WRITING TARGETS – YEAR 6

| Text level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Sentence level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Word level work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Pupils will be able to:</b></p> <p><b>Fiction and Poetry</b></p> <p><u><b>Reading Comprehension</b></u></p> <p>Identify social, moral or cultural issues in stories, e.g. <i>the dilemmas faced by characters and how they deal with them.</i></p> <p>Read stories from other cultures and discuss similarities and differences in time, place customs, relationships etc.</p> <p>Understand how settings influence events in stories and how they affect characters' behaviour.</p> <p>Understand that the use of expressive and descriptive language can create moods, arouse expectations, build tension and describe attitudes and emotions.</p> <p>Explore narrative order, identifying and mapping out the main stages of the story, i.e. introductions- build ups- climaxes or conflicts- resolutions.</p> <p>Identify typical story themes, e.g. <i>good over evil, weak over strong, trials and forfeits</i></p> <p>Identify and discuss main and recurring characters, evaluate their behaviour and justify views.</p> <p>Choose and prepare poems for recital, recognising rhyme, rhythm, alliteration</p> | <p><b>Pupils will be able to:</b></p> <p><u><b>Grammatical awareness</b></u></p> <p>Discuss, proof read and edit their own writing for clarity and correctness.</p> <p>Be aware that their own writing can be adapted for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. <i>simplifying for young readers.</i></p> <p>Revise and extend the work on <b>verb tenses</b> from Y5 focusing on:</p> <ul style="list-style-type: none"><li>• Tenses: past, present, future; investigate how different tenses are formed by using auxiliary verbs e.g. <i>have, was, shall, will.</i></li><li>• Forms: active, interrogative, imperative;</li><li>• Person: 1st, 2nd 3rd, identify and classify examples from reading; experiment with transform tense/form/person in these examples.</li></ul> <p>Revise use of verbs <b>to be</b> and <b>have got</b>.</p> <p>Use of <b>Must/mustn't</b></p> <p>Identify <b>adverbs</b> and understand their functions in sentences through:</p> <ul style="list-style-type: none"><li>• Noticing when they occur in sentences and how they are used to qualify the meanings of verbs;</li></ul> | <p><b>Pupils will be able to:</b></p> <p><b>Read and spell words through:</b></p> <p>Use phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge when reading unfamiliar texts.</p> <p>Correct reading and spelling of high frequency words from Y5.</p> <p><b>Spelling strategies</b></p> <p>Identify misspelled words in their own writing, keep lists and learn to spell them.</p> <p>Use known spellings as a basis for spelling other words with similar patterns or related meanings.</p> <p>Build up spellings by syllabic parts using known <b>prefixes, suffixes and letter strings.</b></p> <p>Build words from other known words and show an awareness of the meaning or derivations of words.</p> <p>Spell by analogy with other known words, e. g. <i>light, fright.</i></p> <p>Use dictionaries and IT spell checks.</p> <p>Practise new spellings by <b>look, say, cover, write, check</b> strategy.</p> <p><b>Spelling conventions and rules</b></p> |

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| <p>and other patterns of sounds that create effects.</p> <p>Understand the following terms and identify them in poems: verse, chorus, rhyme, rhythm and alliteration.</p> <p>Describe how a poet does or does not use rhyme, e.g. <i>every alternate line, rhyming couplets, no rhyme, other rhyming patterns.</i></p> <p>Prepare, read and perform play scripts and compare organisation of scripts with stories.</p> <p>Chart the build up of a play scene, e.g. <i>how scenes start, how dialogue is expressed, and how scenes are concluded.</i></p> <p>Find out about popular authors and writers and use this information to select reading material by favourite writers.</p> <p>Describe and review own reading habits and widen reading experience.</p> <p><b>Writing Composition</b></p> <p>Use different ways of planning stories, e.g. <i>brainstorming, notes, and diagrams.</i></p> <p>Write openings to stories linked to or arising from reading, focussing on language to create effects, e.g. <i>building tension, suspense, creating moods, setting scenes.</i></p> <p>Develop use of settings in own writing, making appropriate use of</p> | <ul style="list-style-type: none"> <li>Collecting and classifying examples of adverbs, e.g. for speed: <i>swiftly, rapidly, sluggishly</i>; for light: <i>brilliantly, dimly.</i></li> </ul> <p>Revise work on <b>apostrophes</b> from Y5</p> <ul style="list-style-type: none"> <li>Understand the basic rules for apostrophising singular nouns e.g. <i>the man's hat</i>; for plural nouns ending in "s" e.g. <i>the doctors' surgery</i> and for irregular plural nouns e.g. <i>men's room, children's playground.</i></li> <li>Begin to use the apostrophe correctly in their own writing.</li> </ul> <p><b>Sentence construction and punctuation</b></p> <p>Revise work from Y5 on <b>sentence type</b>. Changing a statement into a question, a question into an order and a positive statement into a negative.</p> <p>To identify the <b>imperative form</b> in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.</p> <p>Recognise and use <b>prepositions</b> of place and time.</p> <p>Use: <i>There is/there are, There was/there were</i></p> | <p>Revise and reinforce earlier work on <b>word roots, prefixes and suffixes</b>, investigate links between meaning and spelling.</p> <p>Use the terms <b>prefix</b> and <b>suffix</b>.</p> <p>Revise <b>prefixes</b>: mis-, non-, ex-, co-, anti- and use knowledge of these to generate words from root words, .e.g. <i>mislead, mistake, misplace.</i></p> <p>Collect and investigate the meanings and spellings of words with the following <b>prefixes</b>: <i>auto-, bi-, trans-, tele-, circum-</i>.</p> <p>Revise and spell common <b>suffixes</b> e.g. <i>-ly, -ful, -less.</i></p> <p>Use their knowledge of <b>suffixes</b> to generate new words from <b>root words</b>. e.g. <i>hope /hopeful / hopeless.</i></p> <p>Recognise and spell <b>suffixes</b> <i>-al, -ary, -ic, -ship, -hood, -ness, -ment, -ate, -ify.</i></p> <p>Range of <b>suffixes</b> that can be added to nouns and verbs to make adjectives e.g. <i>washable, childlike.</i></p> <p>Explore and discuss gender words including <b>-ess suffix</b>.</p> <p>Revise rules for pluralisation.</p> <p>Words ending in modifying e drop e when adding -ing. e.g. <i>taking.</i></p> <p>Words ending in a modifying e keep e when</p> |
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| <p>adjectives and figurative language, e.g. <i>similes</i>.</p> <p>Write character sketches, focussing on small details to evoke sympathy or dislike.</p> <p>Write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting.</p> <p>Write an alternative ending for a known story.</p> <p>Write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and expressions from story and using these to help structure the writing.</p> <p>Use paragraphs in story writing to organise and sequence the narrative.</p> <p>Collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons using <i>similes</i>.</p> <p>Invent calligrams and a range of shape poems, selecting appropriate words and careful presentations. Build up class collections.</p> <p>Write simple play scripts based on own reading and oral work.</p> <p>Write book reviews for a specified audience, based on evaluations of plot, characters and language.</p> | <p>adding a suffix beginning with a consonant. e.g. <i>hopeful, lovely</i>.</p> <p>Words ending in y preceded by a consonant change to ie when adding a suffix, e.g. <i>flies, tried-</i> except for the suffixes <i>-ly</i> or <i>-ing</i>. I before e except after c. Note and learn exceptions. e.g. <i>receive</i>.</p> <p><b>Vocabulary extension</b></p> <p>Search for, collect, and define new words from reading and topic work and create ways of categorising them. e.g. <i>personal dictionaries and glossaries</i>.</p> <p>Use <b>mono-lingual</b> and <b>bi-lingual dictionaries</b> to learn or check spellings and definitions of words.</p> <p>Infer the meaning of unknown words from context, and generate a range of possible meanings.</p> <p>Write their own definitions of words, developing precision and accuracy in expression.</p> <p>Understand the purpose and organisation of the <b>thesaurus</b>, and make use of it to find <b>synonyms</b>.</p> <p>Use <b>adverbs</b> to qualify verbs in writing dialogue, e.g. <i>timidly, excitedly</i></p> <p>Use the thesaurus to extend vocabulary.</p> <p>Collect <b>synonyms</b> which will be useful in writing</p> |
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| <p><b>Non- Fiction</b></p> <p><b><u>Reading Comprehension</u></b></p> <p>Identify different types of text, e.g. <i>their content, structure, vocabulary, style, layout and purpose.</i></p> <p>Recognise how written instructions are organised, e.g. <i>lists, numbered points, diagrams and arrows, bullet points</i> which support the reader in gaining information efficiently.</p> <p>Compare the way information is presented, and evaluate its effectiveness e.g. <i>by comparing a variety of information texts including IT-based sources.</i></p> <p>Read information passages and summarise the main points.</p> <p>Read, compare and evaluate examples of discussions and arguments, e.g. <i>letters to press, articles of current issues, on topics such as animal welfare, environmental issues.</i></p> <p>Look at examples of persuasive writing to investigate how style and vocabulary are used to convince the intended reader.</p> <p>Understand and use the terms <b>fact</b> and <b>opinion</b>, and begin to distinguish the two when reading.</p> <p>Prepare for factual research by reviewing what is known, what is needed, what is available, and where one might search.</p> <p>Identify how and why</p> |  | <p>dialogue. e.g. <i>shouted, cried, yelled.</i> Use in writing.</p> <p>Explain differences between <b>synonyms</b>, e.g. <i>angry, frustrated, upset.</i> Order sets to identify shades of meaning.</p> <p>Organise words or information alphabetically using the first 3 letters.</p> <p>Explore opposites, e.g. <i>light/heavy, rude/polite.</i></p> <p>Explore <b>homonyms</b> which have the same spelling but different meaning. Explain how they can be distinguished in context, e.g. <i>form</i> (shape or document).</p> <p>Practise and extend vocabulary through inventing word games such as puns, riddles and crosswords.</p> <p>Collect and classify a range of idiomatic phrases, clichés, and metaphorical expressions.</p> <p>Collect and classify common expressions from reading and own experience, e.g. <i>ways of expressing surprise. apology, greeting, warning, thanking etc.</i></p> <p>Practice extending and compounding words through adding parts, e.g. <i>-ful, -ly, -ive, -tion, -ic, -ist.</i></p> |
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| <p>paragraphs are used to organise and sequence information.</p> <p>Identify the key features of explanatory texts:</p> <ul style="list-style-type: none"><li>• Purpose: to explain a process or to answer a question</li><li>• Structure: Introduction followed by explanations organised in paragraphs</li><li>• Presentation: Use of diagrams and other illustrations</li></ul> <p>Read examples of letters written for a range of purposes, e.g. <i>to recount, explain, complain, congratulate etc.</i> and understand form and layout, including use of paragraphs, and ways of starting and ending the letter.</p> <p>Scan indexes, directories and IT sources to locate information quickly and accurately.</p> <p>Evaluate advertisements for their impact, appeal and honesty, focussing mainly on how information about the product is presented.</p> <p>Locate books by classification in class or school libraries where possible.</p> <p>Identify the main features of newspapers, including layout, range of information, organisation of articles, advertisements and headlines.</p> <p>Predict newspaper stories from the evidence of headlines, making notes then checking against the original.</p> <p>Identify the features of instructional texts including:</p> |  |  |
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- Noting the intended outcome at the beginning
- Listing materials or ingredients
- Clearly set out sequential stages
- Language of commands, e.g. imperative verbs

### Writing Composition

Make clear notes through:

- Discussing the purpose of note making and looking at simple examples
- Identifying the purpose for which particular notes will be used
- Identify key words, phrases or sentences in reading
- Explore ways of writing ideas and messages in shortened form, e.g. *notes*, *lists*, *headlines*, to understand that some words are more essential to meaning than others
- Make use of simple formats to capture key points, e.g. *flow chart*, *for and against columns*, *matrices to complete in writing or on screen*

Fill out brief notes into connected prose.

Collect information from a variety of sources and present it in one simple format such as a wall chart or labelled diagram.

Use IT to bring to published form to audience,



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
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| <p>discussing relevance of layout, font etc.</p> <p>Experiment with recounting the same event in a variety of ways, e.g. <i>in story form, a letter, a news report</i>.</p> <p>Organise letters into simple paragraphs.</p> <p>Summarise in writing the key ideas from a paragraph, a chapter or a leaflet.</p> <p>Write newspaper style reports, e.g. <i>about school events or an incident from a story</i>, including:</p> <ul style="list-style-type: none"><li>• Composing headlines</li><li>• Using IT to draft and layout reports</li><li>• Organising writing into paragraphs</li></ul> <p>Write clear instructions using conventions learned from reading.</p> <p>Improve the cohesion of written instructions through the use of link phrases and organisational devices like sub headings and numbering</p> <p>Assemble and sequence points in order to plan the presentation of a point of view, e.g. <i>on school rules</i>.</p> <p>Present a point of view in writing, e.g. <i>in the form of a letter, a report, or a script</i>, linking points persuasively.</p> <p>Design an advertisement such as a poster or radio jingle on paper or screen.</p> |  |  |
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## YEAR 6– FICTION

Extracts can be taken from these books to exploit in class and they are not all intended for independent reading.

### Suggested criteria for choice:

Texts which:

- challenge children's understanding of author techniques and narrative devices;
- make increased demands on children's ability to sustain their reading;
- provide a range of settings in terms of time and place;
- represent a range of genres, including science fiction, historical fiction, myth, classic texts and contemporary stories and poems;
- include significant authors, both contemporary and well established.

Suggested texts:

- AHLBERG, Allan. *The giant baby*. London: Viking, 1994
- BAWDEN, Nina. *The peppermint pig*. London: Puffin, 1998
- BERRY, James. *A thief in the village and other stories*. Puffin, 1989
- BYARS, Betsy. *The midnight fox*. London: Faber and Faber, 2002
- CAUSLEY, Charles. *Figgie Hobbin: poems for children*. London: Macmillan, 1970
- CRESSWELL, Helen. *Moondial*. Macmillan Publishing Company, 1987
- CROSSLEY-HOLLAND, Kevin. *The green children*. Macmillan, 1972
- DOHERTY, Berlie. *Children of Winter*. London: Mammoth, 2000
- HOWARTH, Lesley and Rob DAY (illustrator). *Maphead*. Harlow: Longman, 1997
- HUGHES, Ted. *The iron man*. London: Faber and Faber, 1989
- IBBOTSON, Eva. *The secret of platform 13*. Scholastic, 2000
- KIPLING, Rudyard. *Just so stories*. Puffin Books, 1994
- LEWIS, C.S. *The lion, the witch and the wardrobe*. London: Scholastic, 1987
- LONGFELLOW, Henry W. *Hiawatha*. Dial Books for Young Readers, 1993
- MCKAY, Hilary. *The Exiles*. New York: Atheneum, 1991
- MOORE, Christopher and Christian BALIK (illustrator). *Ishtar and Tammuz: A Babylonian myth of the seasons*. Kingfisher Books, 1996
- MORPURGO, Michael. *The ghost of Grania O'Malley*. Mammoth, 1997
- NICHOLLS, Judith. *Earthways Earthwise: Poems on Conservation*. New York: Oxford University Press, 1999
- NORRISS, Andrew. *Matt's Million*. London: Puffin, 1996



- NOYES, Alfred and Charles KEEPING (illustrator). *The highwayman*. Oxford University Press, 1998
- PULLMAN, Philip. *The firework maker's daughter*. London: Corgi Yearling, 1996
- RIDLEY, Philip. *Krindlekrax: or how Ruskin Splinter battled a horrible monster and saved his neighborhood*. Knopf, 1992
- ROWLING, J.K. *Harry Potter and the philosopher's stone*. Bloomsbury Publishing PLC, 1997
- TURNBULL, Ann. *Pigeon Summer*. London: Walker Books, 1993
- WHITE, E.B. *Charlotte's Web*. HarperThrophy, 1974
- WILDE, Oscar. *The Happy Prince and other stories*. New York: Puffin/Penguin Books, 1995
- WILSON, Jacqueline. *The Lottie Project*. London: Doubleday, 1997

## YEAR 6- NON-FICTION

All books selected for use this level should provide:

- accurate information;
- well written, clearly presented texts in a variety of layouts;
- consistent use of non-fiction book organisational features, e.g. *contents page, index, glossary, subheadings*;
- use a range of features to present and explain information; technical and specialist vocabulary within subject specialisms, where appropriate;
- opportunities for sustained reading.

Types and features of texts chosen for use in year 6:

1. range of presentations and notations;
2. thematically and conventionally organised encyclopaedia.

Suggested texts:

- BATEMAN, Dick. *Oxford's Children A-Z to Geography*. Oxford University Press, 2003
- BENJAMIN, Floella and Michael FRITH. *Coming to England*. London: Pavilion Books, 1995
- BEVAN, Finn. *Mighty Mountains. The facts and the fables (Landscapes of legend)*. Children's Press, 1997
- BINGHAM, Jane. *The Usborne Illustrated Thesaurus*. Usborne Publishing Ltd, 2001

- BISCHOFF-MIERSCH, Andrea and Michael. *Do you know the difference? Wild Animals*. London: North-South Books, 1995
- DAHL, Roald, Quentin BLAKE (illustrator) and Jan BALDWIN (photographer). *Roald Dahl's Revolting Recipes*. Viking Books, 1994
- DONEY, Meryl. *Puppet*. Franklin Watts Incorporated, 1996
- GANERI, Anita. *From reed pen to word processor: story of writing and printing*. London: Evans Brothers Ltd, 1995
- HAWKINS, Joyce. *The Oxford School Dictionary*. Oxford: Oxford University Press, 1996
- HOOPER, Meredith and Chris COADY. *The pebble in my pocket: History of our Earth*. London: Frances Lincoln Limited, 1996
- KINDERSLEY, Barnabas and Anabel. *Children just like me*. Dorling Kindersley in association with United Nations Children's Fund, 1995
- MCLAUGHLIN, P. and I. McLeod. *In other words*. Huddersfield: Schofield and Sims, 1997
- MORRIS, Neil. *The World's top ten mountain ranges*. London: Belitha Press, 1996
- PARKER, Steve and Bob SHONE (illustrator) *Beginner's guide to animal autopsy: A hands-in approach to zoology*. Millbrook Press Incorporated, 1997
- PARKER, Steve. *Human body*. London: Dorling Kindersley, 2004
- REDMOND, Ian and Peter ANDERSON. *Gorilla*. Alfred A. Knopf, 1997
- SCOONES, Simon. *A family from Japan (Families around the world)*. Raintree/Steck Vaughn, 1998
- STEELE, Phillip. *Black holes and other space phenomena*. Scholastic, 1998
- WALKER, Jane. *Volcanoes*. Millbrook Press Incorporated, 1995
- WATT, Fiona. *Pasta and Pizza for beginners*. Usborne Books, 1998
- WEIGAND, Patrick (ed. ad.) *Oxford Junior Atlas*. Oxford: Oxford University Press, 2002



## 2.4. BANDS OF ATTAINMENT – FIRST, SECOND AND THIRD CYCLES

The bands of attainment described are for the **end of EACH cycle** and are organised as follows:

- **Listening and Speaking**
- **Reading and Writing**

There are three bands for each cycle (Band 1 being the lowest). Each child finishing the second year of the each cycle should **broadly** fit into one of the three bands. Approximate estimations would be:

- **Band 1, 10% of children**
- **Band 2, 70% of children**
- **Band 3, 20% of children**

### Listening and Speaking: First Cycle

#### Band 1

Pupils use English to communicate their immediate concerns. They listen to the teacher and respond appropriately on most occasions. They communicate with others to convey simple meanings, using a few words and simple, familiar phrases. They help to tell stories with predictable structures and patterned language.

#### Band 2

Pupils usually listen carefully and respond appropriately to what has been said before, particularly where the topics are familiar to them. They begin to share their ideas and experiences, using familiar simple structures more confidently. They speak audibly and clearly. They can provide more details when asked in order to extend their ideas, choosing relevant vocabulary and phrases. They retell stories with support. They begin to use language and actions to describe situations, characters and emotions.

#### Band 3

Pupils begin to show confidence in talking and listening particularly when topics are familiar to them. Through relevant responses and questioning, they convey that they listen carefully. They communicate their experiences, ideas and opinions to others, using their increasing knowledge of English, as well as familiar phrases. They speak audibly and with clear diction. They retell stories with less support, and in improvisations they begin to use language and actions to describe situations, characters and emotions.

## Reading and Writing: First Cycle

### Band 1

Pupils recognise familiar words in simple texts. They use their knowledge of phonics, as well as contextual cues to read texts, and to establish meaning when reading aloud. Their writing conveys meaning through familiar words and simple phrases. In these activities, pupils will often require teacher support. In their reading and writing pupils begin to show awareness of how capital letters and full stops are used. They begin to express opinions about major events or ideas in stories, poems and non-fiction texts.

### Band 2

Pupils recognise a wider range of familiar words in simple texts. They use phonetic, graphic, syntactic and contextual cues to attack unfamiliar words and to establish meaning when reading aloud. They express opinions related to major events and ideas in stories, poems and non-fiction texts.

Pupils' writing communicates meaning, and appropriate and interesting vocabulary is used. Their writing is organised in a series of sentences with fairly accurate use of capital letters and full stops, and simple, familiar grammatical structures are used. Familiar monosyllabic words are generally spelled accurately. Pupils use word banks, phonics walls, picture dictionaries and other resources to attempt to write less common words. In their reading and writing pupils show an awareness of typical features of different types of text.

### Band 3

Pupils read a wider range of texts with increasing accuracy and understanding. In shared and independent reading they choose and use phonetic, graphic, syntactic and contextual cues to attack unfamiliar words and to establish meaning. In shared reading they convey understanding of the main points and express preferences when responding to fiction and non-fiction texts. In shared writing they organise their work in a sequence of sentences and a broader range of interesting vocabulary and structures are used. Pupils continue to use word banks, phonics walls, simple dictionaries and other resources to spell less familiar words, but they generally spell common words accurately. Sentences are punctuated with capital letters and full stops, and question marks are used appropriately. In their reading and writing pupils begin to show awareness of how commas and inverted commas are used. Informational writing conveys understanding and appropriate use of contents page, index, labelled diagrams and charts.



## **Listening and Speaking: Second Cycle**

### **Band 1**

Pupils usually listen carefully and respond appropriately to what has been said before, particularly where the topics are familiar to them. They respond correctly to questions and begin to use familiar simple structures more confidently. They usually speak audibly and clearly, choosing relevant vocabulary and phrases. They can use simple language to describe situations, characters and emotions.

### **Band 2**

Pupils begin to show confidence in talking and listening particularly when using familiar language from literacy work or topics. They begin to formulate questions correctly and show by their responses and questions that they have understood what they have heard. They are able to communicate their experiences, ideas and opinions to others. They speak audibly and with clear diction. They give oral recounts with less support, and in improvisations they use language to describe situations, characters and emotions.

### **Band 3**

Pupils listen and talk in a variety of contexts with increasing confidence. Through relevant responses and questioning, they convey that they listen carefully. They communicate their experiences, ideas and opinions to others, using their increasing knowledge of English, as well as familiar phrases. They begin to adapt what they say to the needs of the listener. They speak audibly and with clear diction. Pupils are beginning to show awareness of grammatically Standard English. They give oral recounts with less support, and in improvisations they use language and actions to describe situations, characters and emotions.

## **Reading and Writing: Second Cycle**

### **Band 1**

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They recognise a wide range of familiar words in simple texts and use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning. In writing they organise their work in a sequence of sentences and a broad range of vocabulary and structures are used. Pupils continue to use word banks, phonics walls,

dictionaries and other resources to spell less familiar words, but they generally spell common words accurately. Sentences are punctuated with capital letters and full stops. Question marks, exclamation marks, commas and inverted commas are often used appropriately.

## **Band 2**

Pupils read a range of texts with increasing fluency and accuracy. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. Pupils use their knowledge of the alphabet to locate books and find information. Pupils writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Pupils demonstrate an accurate use of : capital letters, full stops, question marks, exclamation marks, commas and inverted commas. The basic grammatical structure of simple sentences is usually correct. Spelling of familiar words is usually accurate.

## **Band 3**

Pupils read a range of texts fluently and accurately. In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters. They refer to the text when explaining their views. They locate and use ideas and information. Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. The basic grammatical structure of sentences is usually correct. Spelling is increasingly accurate. The basic grammatical structure of simple sentences is usually correct.

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## **Listening and Speaking: Third Cycle**

### **Band 1**

Pupils talk and listen confidently particularly when using familiar language. In discussion they show an understanding of the main points. They can share their ideas and experiences, using familiar simple structures more confidently. They speak audibly and clearly. They are able to formulate questions and reply correctly. They show an awareness of the grammar of standard English and are beginning to use different tenses appropriately.

### **Band 2**

Pupils talk and listen with confidence in an increasing range of contexts, including some of a formal nature. They are increasingly able to adapt their talk to



the purpose and convey facts and ideas clearly. In discussion they listen carefully and make contributions and ask questions that are responsive to others' ideas and views. They use appropriately the basic features of standard English grammar.

### **Band 3**

Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk is adapted to the purpose; developing ideas thoughtfully, describing events and conveying their opinions clearly. Their talk engages the attention of the listener. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately many of the features of standard English grammar.

## **Reading and Writing: Third Cycle**

### **Band 1**

Pupils read a range of texts fluently and accurately. In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters. They refer to the text when explaining their views. They locate and use ideas and information. Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. The basic grammatical structure of sentences is usually correct. Spelling is increasingly accurate. The basic grammatical structure of simple sentences is usually correct.

### **Band 2**

Pupils show understanding of a range of texts, selecting key points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. Pupils retrieve and collate information from a range of sources. Pupils' writing in a range of forms is thoughtful and interesting. Ideas are developed and organised appropriately for the purpose of the reader. Vocabulary choices are becoming more adventurous. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Punctuation within a sentence is usually accurate. Texts are organised into paragraphs.

### **Band 3**

In reading and discussing a range of texts, pupils comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They summarise a range of information from different sources. Pupils writing is varied and interesting, conveying meaning clearly in a range of forms for

different readers, using a more formal style where appropriate. Spelling, including that of polysyllabic words which conform to regular patterns, is generally accurate. Punctuation within a sentence is usually accurate. Texts are organised into paragraphs.

## 2.5. RESOURCES PAGES

### 2.5.1 Reading and writing: ideas on exploiting a fictional text

The aim of this section of the Curriculum Framework is to offer ideas on how to use a fictional text within the Literacy Hour focussing principally on the areas of reading and writing.

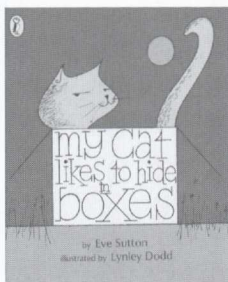
The book *My Cat Likes to Hide in Boxes* by Eve Sutton, published by Puffin has been selected because it is available in every project school in both big book format and guided reader form.

Before looking at a series of lesson plans based on *My cat likes to Hide in Boxes*, it is worth considering some general points which need to be thought about when planning a unit of work for the Literacy Hour.

- **Relevance of text** – does it fit in with the overall aim of the teacher/teachers? Does the level of language in the book match the children's cognitive level? Does the text contain patterned language or rhyme?
- **Timing** – how many hours will be needed to complete the activities? Will the children know how long they have to do a task?
- **Balance between text, sentence and word level work** – will the planned activities reflect this?
- **Balance between whole class teaching and group work** – Will there be sufficient activities for children to work more independently and in smaller guided groups?
- **Importance of including listening and speaking** – although the major focus may be on reading and writing, will the activities allow for oral and aural work?
- **Coordination** – will more than one teacher be involved in the planning/teaching of the unit of work? Will there be cross-curricular links?
- **Class dynamics?** – will the unit be taught with one teacher and the whole class or half the class (desdobles)? Will there be another present in the class?
- **Resources** – which resources will have to be made up? Who will make them up? Which resources could be recycled from other literacy projects?



- **Differentiation** – how will the activities be adapted for different ability groups?
- **Assessment** – what will be assessed? What form will assessment take?



*My Cat Likes to Hide in Boxes* can be exploited in a variety of ways and at a number of different levels for teaching Literacy. In the following pages a series of lessons aimed at Year 2 (primer ciclo) have been presented with the focus being on the development of reading and writing at text, sentence and word level. The following plan is of course, only a suggestion of how the book can be used and should be adapted according to each class' needs and general level.

In this sample unit of work it was decided that it would be taught over four 1-hourly lessons within the Literacy class with possible extensions in Knowledge and Understanding of the World, Drama and Art.

In each lesson the general aims for text, sentence and word are stated at the top of the page. These aims will later be used as the basis of informal assessment. The balance between text, sentence and word level work is evident over the whole unit of work rather than each separate class since some classes may be used to focus on one particular area of reading and writing, e.g. writing a new class book.

The unit has been designed to be taught with a whole class. Obviously, some teachers will be fortunate enough to have small numbers of children within a class or, indeed, half classes. Some project teachers may also have the help of another English specialist in the classroom. However, according to the information we have received from project schools, the majority of Literacy teaching is done with the whole class and with the project teaching delivering the lesson on their own, although there may be another adult present helping with discipline. Obviously, teachers who are lucky enough to have smaller classes may want to change some of the contents of the unit of work focussing perhaps more on several group activities within a class.

The activities have been divided into:

- Whole class skills work
- Guided group activities
- Independent group tasks
- Plenary session

Some of the resources mentioned can be found in photocopiable form at the at the end of this section.

Unit of Work: My Cat Likes To Hide In Boxes (By Eve Sutton)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Text:</b> <i>My Cat Likes to Hide in Boxes</i><br><b>Author:</b> Eve Sutton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                             | <b>Day 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                             |
| <b>Text Level</b><br>Aim: to use rhymes and patterned stories as models for their own writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Sentence Level</b><br>Aim: to write captions and simple sentences and to re-read recognising whether they make sense or have words missing                                                                                                                               | <b>Word Level</b><br>Aim: to identify phonemes in initial position                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                             |
| <b>Whole Class Work</b><br>Look at the cover of the book. Identify author, title and illustrator. Predict what is going to happen in the story. Read text to children.<br><br>Put magnetic letters with the beginning sounds of the countries on a magnetic board. Elicit responses from children paying particular attention to Japan, Spain, Greece.<br><br>Ask children if they remember what each cat from a certain country liked doing? (Accept oral or physical response)<br><br>Ask children if they have a pet or friend who likes doing something a lot. Teacher shows a picture of a pet/friend doing something they like and models through speech how the idea can be put into a sentence. Children talk in pairs about what their friend/pet does a lot.<br><br>Listen to responses and help to construct correct oral responses. | <b>Guided Group Work</b><br>The class is going to make a class book based on <i>My Cat Likes to Hide in Boxes</i> . Each group will take it in turns to create some pages for the book.<br><br>Teacher presents a model for writing, e.g.<br>But my _____<br>likes to _____ | <b>Independent Group Work</b><br>(Photocopiable sheet available at end of section)<br>All children to work individually to draw their particular pet/friend/ member of the family and something they like to do a lot. They begin with two model answers and have to draw a suitable illustration for each. Then they continue drawing family, animals etc.. and write sentence/caption to match (as modelled orally in whole class session). | <b>Plenary</b><br>Range of children present their work. Listen to the sentences which match the pictures. Do they make sense? Read one out again making a deliberate mistake. What's wrong? |
| <b>Resources:</b> Big book: <i>My Cat Likes to Hide in Boxes</i> , book pointer, magnetic letters, magnetic board or laminated letters and blue tack, blank big book, photocopies for independent writing activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                             |



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| <b>Text:</b> <i>My Cat Likes to Hide in Boxes</i><br><b>Author:</b> Eve Sutton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                          | <b>Day 2</b>                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                        |
| <b>Text Level</b><br>Aim: to use rhymes and patterned stories as models for their own writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Sentence Level</b><br>Aim: to write simple sentences and to check they make sense. To read sentences and relate them to an illustration                                                                                                                               | <b>Word Level</b><br>Aim: to recognise the initial blends of words fr/ sp/gr/                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                        |
| <b>Whole Class Work</b><br>Have a bag with the different cats from the book coloured and laminated. Using a puppet of an alien who can't speak English very well and certainly not Spanish, present the puppet with the cats. Start saying: The cat from Fr...and get the children to complete the word.<br><br>Look closely at the illustrations in the book. Where does my cat like to hide each time? We know it's in boxes but what else could we say to give the reader more detail? e.g. the colour/shape/size of the box. Show a variety of sentences about the boxes shown in the book and get children to say which one is appropriate for each illustration | <b>Guided Group Work</b><br>The class is going to make a class book based on <i>My Cat Likes to Hide in Boxes</i> . Each group will take it in turns to create some pages for the book.<br><br>Teacher presents a model for writing, e.g.<br>But my _____ likes to _____ | <b>Independent Group Work</b><br>Children work individually to write sentence(s) to match picture from the book that will give the reader a little more info. about the cat (as modelled in whole class session). | <b>Plenary</b><br>Children display their 'cat' and put their matching sentence on the floor along with a selection of others by children. They show their cat chosen from the story and other children must see if they can pick out the sentence written by child. Teacher can guide and maybe elicit corrections from rest of class. |
| Resources: <i>My Cat Likes to Hide in Boxes</i> Big Book, coloured and laminated pictures of the different cats, sentences on card describing different boxes, class big book, strips of card for writing extended sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                        |

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| <b>Text:</b> <i>My Cat Likes to Hide in Boxes</i><br><b>Author:</b> Eve Sutton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                           | Day 3                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                               |
| <b>Text Level</b><br>Aim: to use rhymes and patterned stories as models for their own writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Sentence Level</b><br>Aim: to write simple sentences and to check they make sense.                                                                                                                                                                                                                                                                                                     | <b>Word Level</b><br>Aim: to generate words containing the different spelling patterns for the same vowel phoneme (ai/ a_e,) To recognise words that have the same rime.                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                               |
| <b>Whole Class Work</b><br>Write the word Spain on the board. Children suggest what has the same middle sound. Put suggestions on post-its. Put up more suggestions if children not forthcoming! See if children can see a pattern emerging i.e. ai, a_e. Mix up words, say them orally and get children to point to the correct sound pocket.<br><br>Take out bag with the cats in it and this time also have another bag with the objects associated with the cats, e.g. aeroplane, fan, police hat etc... children match the two sets. Take away the pictures and replace with text. Do the activity again this time only with text i.e. Cat from Spain ---- flew an aeroplane. Draw children's attention to the rhyming words to help them match the sentences. | <b>Guided Group Work</b><br>The class is going to make a class book based on <i>My Cat Likes to Hide in Boxes</i> . Each group will take it in turns to create some pages for the book.<br><br>Teacher presents a model for writing, e.g.<br>The 1. __from<br>2. _____<br><br>The teacher may need to give some help in form of cards which have suggestions of what to put for 1. and 2. | <b>Independent Group Work</b><br>Differentiated through response. (Photocopiable sheet available at the end of the section)<br>Upper ability: Children do the second half of the worksheet where they have to connect the words that rhyme and underline the particular part of the word which rhymes<br>Medium ability: Children do the second part of the worksheet but only have to match the words which rhyme. | <b>Plenary</b><br>Target range of children to read out their completed sentences. Have they managed to rhyme the number with the final word? Re-read missing out some words. What's wrong? How could we fix it? (go back , re-read, correct). |
| Resources: <i>My Cat Likes to Hide in Boxes</i> Big Book, post-it notes, poly pockets for sound pockets, coloured and laminated pictures of the different cats, coloured and laminated pictures of key objects in book, sentences from book enlarged and on strips of card, photocopies of worksheets for matching rhyming words                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                               |



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| <b>Text:</b> <i>My Cat Likes to Hide in Boxes</i><br><b>Author:</b> Eve Sutton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                           | <b>Day 4</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                |
| <b>Text Level</b><br>Aim: to use rhymes and patterned stories as models for their own writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Sentence Level</b><br>Aim: recognise the critical features of sentences – full stops and capital letters. To be familiar with the term sentence                                                                                                                                                                                                                                        | <b>Word Level</b><br>Aim: to blend phonemes for reading (ai, a_e)                                                                                                                                                                                                                                  |                                                                                                                                                                |
| <b>Whole Class Work</b><br>Put a word containing ai or a_e on the board e.g.<br><b>P l a n e</b><br><br>(If using a_e make sure to put a line linking the two to remind children) then put sound buttons beneath each sound<br>Then get children to come out and press the sound buttons in order to read the whole word<br><br>Enlarge, display and re-read some of later pages from text with some words covered. Whole class strategy check: what could it be? Why? ( <b>Key Points:</b> using pic./initial sound/context/reading for sense). How many sentences can you see/count on the page? Display sets of cards which have the 2 ‘halves’ of sentences on them.<br>Refer back to children’s ideas from Monday. (Writing own version in similar style)Teacher demo. with opening statement (e.g. My dog likes to bury bones). Then continue to teacher demo. What could come next if we are to keep in same style? (The dog from number 8 likes to jump at the gate but...my dog..). Repeat with next idea and re-read. Choose 1 to add to shared writing. | <b>Guided Group Work</b><br>The class is going to make a class book based on <i>My Cat Likes to Hide in Boxes</i> . Each group will take it in turns to create some pages for the book.<br><br>Teacher presents a model for writing, e.g.<br>The 1. __from<br>2. _____<br><br>The teacher may need to give some help in form of cards which have suggestions of what to put for 1. and 2. | <b>Independent Group Work</b><br>(Photocopiable sheet available at the end of this section)<br>Children work in pairs to read and match the countries with their respective cats. They are given the countries in a box and have to use all cues modelled in the whole class session to help them. | <b>Plenary</b><br>Children show how the class book is progressing especially the new pages which concentrate on rhyme. Think of a title page and illustration. |

*Unit of Work (Year 2): My Cat Likes to Hide in Boxes (By Eve Sutton)*

**Possible areas for extension of the unit of work:**

- Geography- focussing on the geographical aspect of the book and the idea of national costumes
- Drama: acting out the book as it is or adapting it according to the class book
- Mathematics: doing a class survey about peoples' likes/dislikes and representing results in various types of graphs (bar graph/pie chart ...)
- Art and Design: designing a national costume for a made up land including focus on materials and textures.



Name: \_\_\_\_\_ Class: \_\_\_\_\_

Write the correct word in the sentences below:

- 1. The cat from \_\_\_\_\_ waved a big, blue fan.
- 2. The cat from \_\_\_\_\_ joined the police!
- 3. The cat from \_\_\_\_\_ got stuck in the doorway.
- 4. The cat from \_\_\_\_\_ played the violin.
- 5. The cat from \_\_\_\_\_ caught a very bad chill.
- 6. The cat from \_\_\_\_\_ liked to sing and dance.
- 7. The cat from \_\_\_\_\_ flew an aeroplane.

**Greece**

**Spain**

**Norway**

**Brazil**

**Berlin**

**Japan**

**France**

Match the words that rhyme then underline the part of the word that sounds the same.

|        |           |
|--------|-----------|
| Spain  | fan       |
| Brazil | dance     |
| Berlin | aeroplane |
| Greece | doorway   |
| Japan  | violin    |
| France | chill     |
| Norway | Police    |

Name\_\_\_\_\_Class:\_\_\_\_\_

**My Cat Likes to Hide in Boxes** *By Eve Sutton*

|                                      |  |
|--------------------------------------|--|
| My cat likes to eat fish.            |  |
| My cat likes to sleep in its basket. |  |
|                                      |  |
|                                      |  |



2.5.2 Template for Phonic Fan – *put your own phoneme sounds in the circles.*

The image shows a template for a 'Phonic Fan' activity. It consists of four identical horizontal rounded rectangles arranged vertically. Each rectangle contains a smaller oval on the left side, intended for writing phoneme sounds.

### 2.5.3 Template for Phonic Wipe-board – 3 sounds

|       |  |  |
|-------|--|--|
|       |  |  |
| <hr/> |  |  |
| <hr/> |  |  |
| <hr/> |  |  |



2.5.3 Template for Phonic Wipe-board – 4 sounds

|       |  |  |  |
|-------|--|--|--|
|       |  |  |  |
| <hr/> |  |  |  |
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## **2.6.- RECOMMENDED WEBSITES FOR ALL PRIMARY**

This list contains only a tiny fraction of websites available to teachers. We would recommend each school compiles its own list of websites and that this list is added to frequently.

### **Educational Organisations and Institutions**

[www.dfes.gov.uk](http://www.dfes.gov.uk)  
[www.nc.uk.net](http://www.nc.uk.net)  
[www.ioe.ac.uk/cdl/readrec.html](http://www.ioe.ac.uk/cdl/readrec.html)  
[www.literacytrust.org.uk](http://www.literacytrust.org.uk)  
[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

### **General websites**

[www.primaryresources.co.uk](http://www.primaryresources.co.uk)  
[www.schoolzone.co.uk](http://www.schoolzone.co.uk)  
[www.vtf.ngfl.gov.uk](http://www.vtf.ngfl.gov.uk)  
[www.naturegrid.org.uk](http://www.naturegrid.org.uk)  
[www.atozteacherstuff.com](http://www.atozteacherstuff.com)  
[www.teachervision.com](http://www.teachervision.com)  
[www.proteacher.com](http://www.proteacher.com)  
[www.teachingideas.co.uk](http://www.teachingideas.co.uk)  
[www.bbc.co.uk/education](http://www.bbc.co.uk/education)  
[www.eagle.ca](http://www.eagle.ca)  
[www.educate.org.uk](http://www.educate.org.uk)  
[www.home.freeuk.net/elloughton13/index.htm](http://www.home.freeuk.net/elloughton13/index.htm)



### 3. SCIENCE, GEOGRAPHY AND HISTORY



#### 3.1. INTRODUCTION TO SCIENCE, GEOGRAPHY AND HISTORY

The subjects Science, Geography and History bring together the main ways in which pupils learn about the world.

Studying Science, Geography and History involves learning about the social and physical conditions that influence, or have influenced our lives and those of our communities. The acquisition of scientific, geographic and historical knowledge is a process which every generation undergoes in order to understand their present situation and ideally to better it.

It is our role as teachers to develop pupils' knowledge and understanding of the important principles and ideas of social subjects and science. It is also fundamental that a range of skills are taught so that children can enhance their capacity to think critically and solve problems within social and scientific contexts. Finally, as teachers our aim must be to structure pupils' learning so that they are able to develop informed values about both their familiar and wider environment through real life meaningful experiences.

#### FREQUENTLY ASKED QUESTIONS

##### How much time should be spent teaching these areas?

The following core curriculum has been designed to be covered in at least three sessions a week.

Most children in the project receive five sessions a week of what is collectively known at the moment as *Knowledge and Understanding of the World* and these are often divided into 3 sessions in English and 2 sessions in Spanish.

##### How can we cover all of the contents of Science, Geography and History in both languages in each cycle?

The six years of Primary Education in Spain are grouped into three cycles. Each cycle is two years. The first years of each cycle (Years 1, 3 and 5) are based on new targets and contents while the second years (Years 2, 4 and 6) highlight revision and consolidation of what has been taught. The contents are arranged in a

cyclical pattern so that the same topics are approached on different occasions during Primary. They start with the most basic and significant aspects for children and move to more detailed and complex content.

From the blocks of targets presented in this document, teachers should choose what to teach in each year of the cycle, so that by the end of the cycle all of them have been covered.

It is important that by the end of each cycle children have approached the contents of Science, History and Geography in English and in Spanish in an organised and coherent way. This will ensure that specific concepts and general knowledge have been covered in both languages. Clearly, some areas of the Spanish curriculum are best taught in Spanish. e.g. the Spanish town hall (*el Ayuntamiento*) or Spanish regional organisation (*las Comunidades Autónomas*).

There are different ways of dividing Science, Geography and History between the two languages. The following examples show three possibilities although of course, other combinations are possible.

**Example 1:** Divide the number of topics into two blocks: English and Spanish, then swap them over in year 2.

e.g. Children learn about water in English in yr 1 and in Spanish in yr 2.

**Example 2:** Teach the same topic in both languages at the same time.

There is a danger that this becomes unnecessarily repetitive and boring for the children, so decide which aspects are to be taught in each language. Spanish could be used to introduce a topic and English to develop it, or the other way round.

e.g. Children learn the classification of animals in Spanish and then develop an English project about one of the animals, e.g. sharks.

**Example 3:** Vary the length of time devoted to a topic.

If a topic has already been covered extensively in the first year of a cycle, it could be revised as a mini-topic in the second year.

e.g. Children do a major project about plants in year 3 and in year 4 they make a mini-book about the lifecycle of a plant of their choice, revising the knowledge and vocabulary previously studied.

### **How should Science, Geography and History be co-ordinated?**

At the beginning of the school year, all of the teachers involved in the teaching of these 3 subjects through English and Spanish need to discuss, and reach an agreement about the contents to be covered in each language.



It is very important to clarify WHAT is going to be taught in each language and HOW the contents are going to be distributed throughout the cycle. When designing topics for Science, Geography and History, it is not necessary to follow the groupings and order presented in the blocks of targets. Topics can follow children's interests and link-up with other areas of the curriculum.

Concrete examples of cross-curricular documents can be found in the section entitled: *A cross-curricular approach*

**Cycle agreements:**

**1. WHAT is going to be taught?**

English

Spanish

**2. HOW to distribute it?**

Year 1 input

Year 2 input

Design of topic units

Evaluation and feedback

Up-date and re-cycle

**What are the main differences between the Spanish and the British approaches to Science, Geography and History?**

There are differences both in approach and in content.

The Spanish curriculum contains a broader content of information to be learnt. The Science contents relate more to Biology than to Physics (physical processes) or Chemistry (materials and their properties). In the first cycle,

Geography and History contents focus upon the local environment. In the second and third cycles these contents widen slightly to include some information about Europe.

In the British curricula, more importance is given to basic Physics and Chemistry. In Geography and History, British children study not only the local environment, but also other parts of the world.

In the Spanish system there is a greater emphasis upon knowledge and study skills (reading, gleaning information, classifying, summarising or memorising). The British system however, puts the emphasis more on investigation and understanding through personal discovery e.g. The children are taught the concept of a "fair test" and they learn to devise their own experiments and to draw conclusions.

*We aim to give the children the benefit of the best of both systems. We must try to integrate as much as possible from both approaches.*

### **How can literacy skills be developed through Science, Geography or History?**

#### ***Oral work***

Oral work forms the basis for most Science, Geography and History classes. This oral work will have to be guided in the first cycle but should gradually become more independent throughout primary. Oral work is very important in the planning and reporting of tasks. Group discussions are needed to elicit the questions to be investigated, the design of experiments and the drawing of conclusions. Group discussions are necessary at every stage to:

- elicit the questions to be investigated, then
- design experiments and finally
- draw conclusions.

#### ***Practical Activities***

Hands on activities with practical equipment provide good opportunities for using language in clear context. These activities motivate the children to listen carefully and follow simple instructions.

#### ***Recording***

Follow up reading and writing activities provide good opportunities for consolidating language; labelling diagrams, recording results and writing up



procedures. These activities simultaneously develop language and knowledge and understanding.

### **Information**

Children should have the opportunity to develop reference skills in English and to make their own information books.

**For more details on how to work with information texts go to the section on cross-curricular approaches.**

## **3.2. ENQUIRY SKILLS AND SCIENTIFIC SKILLS**

Enquiry skills are those skills needed to think, investigate, formulate questions and discover the world. These skills can be developed through practical classroom experiments in science, geography and history. However, not all science experiments lend themselves to classroom experimentation. It may therefore be necessary to look for other kinds of investigation to develop these skills.

### **Which activities develop enquiry and scientific skills?**

Science, Geography and History stimulate children's curiosity about the world around them and encourage them to explore phenomena. Children take part in activities through which they develop attitudes, processes, skills, knowledge and understanding. These activities can be divided into different categories:

- **Research** - Looking for information, reading, selecting and summarising. Sources could include information books, children's encyclopaedias, videos and the computer, *e.g. investigate sharks, volcanoes and Ancient Egypt.*
- **Analysing and reasoning** - Analysing information, establishing links, causes and consequences. *e.g. waste and environmental damage.*
- **Basic skills** - Selecting equipment, measuring and recording, *e. g. make a graph, make a map, measure temperature.*
- **Observation** - Use appropriate senses to describe, sort and classify. *e.g. What type of tree is it? Make careful observations over time. e.g. How does a bean shoot develop? How does a silkworm grow? How does rainfall vary?*
- **Exploration** - "Try and see" activities, *e.g. static electricity. What happens if you rub a balloon on your jumper and try to pick up bits of paper?*

- **Illustration** - Do a whole class demonstration, e.g. *boil water and observe the condensation on a cold glass to illustrate the water cycle.* Or children dramatise how something works, e.g. *Act out how the ear detects sounds.*
- **Investigation** - Children design experiments. They ask questions, predict outcomes, plan, test, and communicate findings, e.g. *What affects the rate at which sugar dissolves? Which paper bag is the strongest?*
- **Classifying and identifying** - e.g. *How can we group these invertebrates? How can we classify these rocks?*
- **Pattern seeking** - e.g. *Which things float and which sink? Which side of the tree does the moss grow on?*
- **Evaluation** - Checking results, confirming information, showing understanding.



## 4. SCIENCE



### 4.1. A SUBJECT GUIDE

Most Science topics lend themselves to practical hands-on experiments. We should use these opportunities to develop Scientific Skills. If experiments are not possible in a certain topic, then enquiry skills can be developed through other kinds of investigation as suggested above.

Elements of discovery may come into Geography and History, but experiments will usually arise from the study in Science of:

- The Human body and health
- Living things
- Materials and their properties
- Physical processes

#### How do we plan, carry out and report on experiments?

To teach children to investigate through experiments we have to provide them with opportunities for practical experiences,. However, it is essential that we carefully structure our teaching to allow them to discover things for themselves. The objective of practical activities is that the children learn by doing, so they should not be told the results or the conclusions before they start. ***An experiment is an investigation, not a demonstration.***

#### ***For example:***

*When investigating electrical circuits, the teacher can provide groups with : a battery, wires, crocodile clips and a bulb and then leave the children to discover for themselves how to make the bulb light.*

The British curricula put the emphasis on investigation. To design their own experiments and evaluate the results, the children need to understand the concept of a "fair test", i.e. change one factor and observe or measure the effect whilst keeping other factors the same.

#### ***For example:***

*Children study plants and how they grow. Instead of telling the children in advance that plants need light to grow, this can be treated as a hypothesis to be tested and the teacher can introduce the idea of a "fair test." Some plants*

can be kept in the light, and some in the dark , but then the teacher can ask: "Can the plants in the dark still breathe? Are they the same type of plants? Are they getting exactly the same amount of water? Is this a fair test?" etc. The children can record the results pictorially. The teacher may then follow the children's suggestions for testing different hypotheses.

Children will need help at first, but throughout primary they should become increasingly competent at: formulating questions, designing tests, making predictions, measuring results, recording results and drawing conclusions.

#### 4.2. SCIENTIFIC SKILLS TARGETS

| Scientific Skills Targets                                                                                                            | First cycle                                                                                                                                                                                                              | Second cycle                                                                                                                                                                                                                                                  | Third cycle                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Preparing for tasks.</b><br>Understanding the task and planning a practical activity.<br>Predicting.<br>Undertaking fair testing. | <b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Understand questions. <i>How? Why? and What happens if?</i></li> <li>• Help to plan an experiment and make predictions about results.</li> </ul> | <b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Ask questions and suggest ways of answering them with experiments.</li> <li>• Make predictions and recognise when a test is unfair.</li> </ul>                                        | <b>• Pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Suggest questions for exploration and decide how they might find an answer.</li> <li>• Make reasoned predictions about a possible outcome.</li> <li>• Suggest ways of making a test fair by changing one factor while keeping other factors the same.</li> </ul> |
| <b>Carrying out tasks.</b><br>Observing and measuring.<br>Recording findings in a variety of ways.                                   | <ul style="list-style-type: none"> <li>• Carry out simple observations and measurements.</li> <li>• Record observations in a simple form: drawings, pictograms and block graphs.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Follow simple instructions.</li> <li>• Use equipment and techniques to make observations and measurements.</li> <li>• Record findings in a range of ways: drawings, pictograms, block graphs, and tables.</li> </ul> | <ul style="list-style-type: none"> <li>• Follow more complex instructions.</li> <li>• Select and use appropriate measurement devices or make observations.</li> <li>• Record findings in a greater range of ways: drawings, pictograms, diagrams, block graphs , line graphs and, where possible, ICT.</li> </ul>                          |



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| <b>Reviewing and reporting on tasks.</b><br>Reporting and presenting.<br>Interpreting and evaluating results and processes. | <ul style="list-style-type: none"><li>• Make simple comparisons and answer simple questions about results.</li></ul> | <ul style="list-style-type: none"><li>• Do guided writing to report investigations.</li><li>• Answer simple questions, make comparisons and recognise simple relationships. Draw conclusions.</li></ul> | <ul style="list-style-type: none"><li>• Write a short report of an investigation.</li><li>• Draw on scientific knowledge to make explanations and answer questions.</li><li>• Make comparisons and identify simple patterns.</li></ul> |
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4.3. SCIENCE CONTENT TARGETS

|                                                                                                                           | First cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Second cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Third cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>The Human Body and Health</b><br>Developing an understanding of main body features, nutrition and how to keep healthy. | <ul style="list-style-type: none"><li>• Identify the main external parts of the body and features.</li><li>• Identify some internal organs, their location and main functions.</li><li>• Recognise some simple differences between babies, children, adults and elderly people.</li><li>• Compare and contrast themselves now from when they were babies, e.g. <i>growing up, teeth, abilities.</i></li><li>• Recognise the senses, their function, and organs.</li><li>• Recognise that we have bones and muscles, and how they support our bodies and help us move.</li><li>• Understand that humans need food and water to stay alive.</li><li>• Classify foods according to their origin i.e. <i>animal, plants and minerals.</i></li></ul> | <ul style="list-style-type: none"><li>• Identify the external parts of the body and features.</li><li>• Identify the five senses and how they work.</li><li>• Use senses to discover and describe the environment: shapes, sizes, colours, smells, tastes...</li><li>• Identify main organs and basic functions:<ul style="list-style-type: none"><li>– Bones and muscles</li><li>– Brain and nerves</li><li>– Digestive system</li><li>– Respiratory system</li><li>– Circulatory system</li><li>– Excretory system</li></ul></li><li>• Outline the processes of digestion, breathing and blood circulation.</li><li>• Identify main nutrients in food.</li><li>• Recognise functions of teeth and how to care for them.</li><li>• Design a healthy diet.</li><li>• Understand the importance of a healthy diet. Recognise main</li></ul> | <ul style="list-style-type: none"><li>• Recognise main elements in the Nervous System: brain, senses, nerves and neurons.</li><li>• Describe the Nervous System looking at stimulus and reaction.</li><li>• Recognise the main organs in the Digestive system and their functions.</li><li>• Describe the process of digestion.</li><li>• Classify food according to their nutrients.</li><li>• Compare different healthy diets according to age and activity.</li><li>• Recognise main organs and substances in the Respiratory, Circulatory and Excretory Systems.</li><li>• Describe the processes of breathing, blood circulation and excretion.</li><li>• Identify main bones, muscles and joints and their functions.</li></ul> |

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|                                                                                                                                  | <ul style="list-style-type: none"> <li>• Recognise the importance of exercise and a healthy diet to look after our body.</li> <li>• Be aware of health problems as a consequence of not looking after ourselves properly, e.g. <i>cold, tummy ache, tooth decay</i>.</li> <li>• Understand the importance of observing basic safety rules at home, at school, on the street...</li> <li>• Recognise the importance of relating to other people, expressing emotions and treating others sensitively.</li> </ul> | <p>meals of the day and the differences between British and Spanish meals – timetables, typical foods or drinks...</p> <ul style="list-style-type: none"> <li>• Identify different ways to store and preserve food.</li> <li>• Differentiate healthy and unhealthy habits to look after our senses, bones, muscles, respiratory and circulatory systems.</li> <li>• Recognise the importance of sports and physical exercise. Identify safety rules when playing sports, at home, in the school or on the street.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand how the human body moves.</li> <li>• Identify the main organs in the Reproductive System.</li> <li>• Understand main stages of the human life cycle.</li> <li>• Develop an awareness of puberty-related changes.</li> <li>• Recognise physical and sexual differences and changes in humans and develop a respectful attitude for every human being.</li> <li>• Learn about factors that contribute to good health including diet, exercise, hygiene, safe use of medicines and harmful effects of other substances.</li> <li>• Take responsibility for their own health and safety.</li> </ul> |
| <b>Living Things</b><br>Developing an understanding of the life processes of animals and plants and their importance for humans. | <ul style="list-style-type: none"> <li>• Understand differences between living and non-living things.</li> <li>• Understand that animals move, feed, grow, use their senses and reproduce.</li> <li>• Identify what animals need to stay alive: water and food.</li> <li>• Recognise and compare main external parts of animals' bodies.</li> <li>• Classify animals depending on their</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>• Understand that nutrition, movement, growth and reproduction are common life processes for humans and animals.</li> <li>• Recognise how animal and plant behaviour is influenced by seasonal changes.</li> <li>• Understand differences between vertebrates and invertebrates.</li> <li>• Recognise and compare basic features of different vertebrates: movement, senses,</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Classify living things as: animals, plants and micro-organisms.</li> <li>• Recognize main groups of invertebrates.</li> <li>• Classify vertebrates into mammals, birds, fish, reptiles and amphibians.</li> <li>• Find out about the five groups of vertebrates including how they are born, grow, use their senses, move, eat, breathe and reproduce.</li> </ul>                                                                                                                                                                                                                                          |



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|  | <p>relation to humans: wild or domestic.</p> <ul style="list-style-type: none"><li>• Understand how seasonal changes influence animal and plant lives.</li><li>• Understand basic stages of plant life cycles.</li><li>• Understand the importance of soil, sunlight and water for plants.</li><li>• Recognise the main parts of a flowering plant.</li><li>• Classify plants in relation with humans: wild or cultivated, plants we eat or we don't.</li><li>• Understand the importance of animals and plants for humans.</li><li>• Find out about different animals and plants in the local environment.</li><li>• Establish links between different animals and plants and their habitats.</li><li>• Develop a caring behaviour towards living things in their local environment.</li></ul> | <p>birth, nutrition, external features, reproduction.</p> <ul style="list-style-type: none"><li>• Identify some of the common members of the five vertebrate groups.</li><li>• Understand how locally occurring animals and plants can be identified and assigned to groups.</li><li>• Find out about the main stages in the life cycle of some animals/insects e.g <i>butterflies or frogs</i>.</li><li>• Understand that nutrition, growth and reproduction are common life processes for plants.</li><li>• Understand the effect of light, air, water and temperature on plant growth.</li><li>• Classify plants according to the type of stem: tree, bush, grass.</li><li>• Identify main parts of the plant and the flower and their functions.</li><li>• Identify main benefits that humans get from animals and plants.</li><li>• Understand how animals and plants interact with the habitat.</li><li>• Order living things in simple food chains.</li><li>• Develop a responsible attitude towards animals and plants.</li></ul> | <ul style="list-style-type: none"><li>• Recognise the main distinguishing features of the major groups of flowering and non-flowering plants.</li><li>• Understand how plants make their own food and how they breathe and reproduce.</li><li>• Investigate the specific conditions necessary for the growth of different plants.</li><li>• Identify micro-organisms as living things.</li><li>• Recognise the main distinguishing features of micro-organisms.</li><li>• Recognise beneficial or harmful properties of micro-organisms.</li><li>• Understand links between life processes in animals and plants and the environments in which they are found.</li><li>• Understand how animals and plants in different habitats are suited to their environment.</li><li>• Understand inherited and environmental causes of variation.</li><li>• Make food chains to show the feeding relationships in a habitat and predict consequences of changes.</li><li>• Identify living things that are rare or extinct.</li></ul> |
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| <p><b>Materials and their properties</b></p> <p>Developing an understanding of different materials, their properties and uses.</p> | <p>Understand how materials can be grouped:</p> <ul style="list-style-type: none"> <li>• Explore and recognise similarities and differences between materials by using senses.</li> <li>• Sort objects into groups on the basis of simple material properties like roughness, hardness, shininess, ability to float or transparency.</li> <li>• Recognise common types of materials: metal, plastic, wood, paper, rock.</li> <li>• Recognise that some materials are found naturally.</li> <li>• Find out about different uses of a variety of materials according to their properties.</li> </ul> <p>Develop an awareness of changing materials:</p> <ul style="list-style-type: none"> <li>• Find out how the shapes of some objects can be changed by some processes – squashing, bending, twisting, stretching, etc.</li> <li>• Explore and describe how some everyday materials change when heating or cooling – chocolate, water, bread, etc.</li> </ul> | <p>Understand the basic properties of materials:</p> <ul style="list-style-type: none"> <li>• Classify materials and objects according to their similarities and differences.</li> <li>• Classify materials according to their origin, natural or manufactured.</li> <li>• Relate properties of materials and uses.</li> <li>• Investigate basic properties of solids, liquids and gases as exemplified by water.</li> <li>• Classify most common minerals and rocks.</li> </ul> <p>Understand basic changes in materials:</p> <ul style="list-style-type: none"> <li>• Investigate which everyday substances dissolve in water.</li> <li>• Recognise that materials can change in a desirable or an undesirable way.</li> <li>• Investigate how everyday materials can change by heating or cooling.</li> <li>• Relate changes of state to the water cycle.</li> <li>• Understand that when new materials are formed, the change is permanent.</li> <li>• Investigate how rusting can be controlled.</li> </ul> | <p>Understand the properties of materials:</p> <ul style="list-style-type: none"> <li>• Identify general properties of materials: hardness, flexibility, mass, volume, strength and magnetic behaviour.</li> <li>• Recognise differences between solids, liquids and gases in terms of ease of flow and maintenance of shape and volume:</li> <li>• Identify and use simple tools to measure mass and volume.</li> <li>• Classify a wider number of minerals and rocks on the basis of characteristics : appearance, texture and permeability.</li> <li>• Identify physical changes in minerals and rocks.</li> </ul> <p>Understand changes in materials:</p> <ul style="list-style-type: none"> <li>• Recognise physical changes in the environment and their causes: mixture, dissolving, stretching, contraction, melting, boiling, freezing.</li> <li>• Burning materials and baking results in the formation of new materials.</li> <li>• Identify chemical changes in living things: photosynthesis, digestion, fermentation.</li> </ul> |
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| <p><b>Physical Processes</b></p> <p>Developing an understanding of physical processes, light, sound and forces.</p> | <p>Have a basic knowledge of forces and motions:</p> <ul style="list-style-type: none"> <li>• Find out and describe the movement of familiar things – fast, slow, changing direction, etc.</li> <li>• Identify pushes and pulls as forces.</li> <li>• Identify what makes things move.</li> </ul> <p>Have a basic knowledge of electricity:</p> <ul style="list-style-type: none"> <li>• Identify everyday appliances that use electricity.</li> <li>• Develop an awareness of simple circuits involving batteries, wires, bulbs and switches.</li> </ul> <p>Have a basic knowledge of light and sound:</p> <ul style="list-style-type: none"> <li>• Identify different light sources.</li> <li>• Identify different sound sources.</li> <li>• Identify different kinds of sounds.</li> </ul> | <p>Have a basic understanding of Forces and Energy:</p> <ul style="list-style-type: none"> <li>• Identify the range of energy sources used in school and at home.</li> <li>• Identify the sources of energy used by a variety of models and machines.</li> <li>• Understand how forces can affect the movement and shape of objects.</li> <li>• Investigate the effect of friction on the movement of objects.</li> <li>• Identify most common tools and machines and how they help us.</li> </ul> <p>Have a basic understanding of electricity:</p> <ul style="list-style-type: none"> <li>• Know about the safe use of mains electricity and its associated dangers.</li> <li>• Construct simple circuits using simple components.</li> </ul> | <p>Understanding Forces and Energy:</p> <ul style="list-style-type: none"> <li>• Identify the effect of forces: movement, strain and transformation.</li> <li>• Understand that magnets and magnetic materials exert a force of attraction and repulsion.</li> <li>• Understand that objects are pulled downwards because of the gravitational attraction between them and the Earth.</li> <li>• Classify energy sources in to renewable and non-renewable.</li> <li>• Understand how energy can be transformed through generators and motors.</li> <li>• Recognise basic elements in machines: cables, light bulb, batteries, motor...</li> <li>• Identify different machines and their uses in modern technology.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Classify materials as insulators or conductors.</li> <li>• Investigate the effects of varying current in a circuit.</li> </ul> <p>Have a basic understanding of sound:</p> <ul style="list-style-type: none"> <li>• Understand that sound is produced when objects vibrate.</li> <li>• Investigate how sound travels through a variety of materials.</li> </ul> <p>A basic understanding of light:</p> <ul style="list-style-type: none"> <li>• Explore how light passes through some materials and not others.</li> <li>• Find out how shadows are formed.</li> <li>• Investigate the reflection of light from mirrors and shiny surfaces.</li> </ul> <p>A basic understanding of the Earth and beyond:</p> <ul style="list-style-type: none"> <li>• The Sun, Earth and Moon are spherical.</li> <li>• The position of the Sun appears to change during the day, how shadows change as this happens.</li> <li>• How day and night are related to the spin of the Earth on its own axis.</li> </ul> | <p>Understanding electricity:</p> <p>Simple circuits</p> <ul style="list-style-type: none"> <li>• To construct circuits with simple components: battery, wires, and switches to make electrical devices work (buzzers, motors).</li> <li>• Understand how changing the number components (batteries, bulbs and wires) in a circuit can make bulbs brighter or dimmer.</li> <li>• How to represent series circuits by drawings and conventional symbols.</li> </ul> <p>Understanding sound:</p> <ul style="list-style-type: none"> <li>• Identify sources of sound, vibrations and how they are transmitted.</li> <li>• Identify main qualities of sounds: intensity and pitch.</li> <li>• How to change the pitch and loudness of sound in musical instruments.</li> <li>• Recognise sound phenomena: echo and reverberation.</li> </ul> <p>Understanding light:</p> <ul style="list-style-type: none"> <li>• The sources of light and how it travels.</li> <li>• The reflection of light from mirrors and lenses.</li> <li>• Light can be broken down into different colours.</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>• Understand that the Earth orbits the Sun once a year, causing variations in seasons, and that the Moon orbits the Earth.</li> <li>• Identify the main elements of the Solar system.</li> </ul> |  |
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#### 4.4. RECOMMENDED BIBLIOGRAPHY AND WEBSITES

##### RECOMMENDED BOOKS FOR TEACHERS

- CLARKE, Charlotte. *Developing science language for 6-7 year olds (photocopiable activities using words and texts)*. Scholastic Ltd, 2001
- CLEMONSON, Wendy. Science KS1. *Learning targets*. Nelson Thornes Ltd, 2001
- PENGELLY, Brian and Georgina Beasley. *Science KS1. Curriculum Bank*. Scholastic Ltd, 1999
- RILEY, Peter D. *First Science for ages 5 and 6. Let's learn at home*. Scholastic, 2000
- SANDERS, Dawn. *Plants in their environment. Resource bank*. Scholastic, 1999
- SEVERAL AUTHORS. *100 Science lessons (from Reception to Y6)*. Scholastic, 2001

##### RECOMMENDED BOOKS FOR STUDENTS

- ALLEN, Judy. *Are you an ant?* London: Kingfisher, 2002
- ALLEN, Judy. *Are you a dragonfly?* London: Kingfisher, 2001
- ALLEN, Judy. *Are you a grasshopper?* London: Kingfisher, 2002
- HARTLEY, Karen, Chris MACRO and Philip TAYLOR. *Hearing in living things. Smelling in living things. Seeing in living things. Tasting in living things. Touching in living things. Senses*. Heineman, 2000
- LEGG, Gerald. *From seed to sunflower*. The Watts Publishing Group, 1997
- NICHOLSON, Sue. *What do my lungs do?* Bath: Parragon, 2001
- ROYSTON, Angela. *Eating well*. Heinemann Library, 2000
- ROYSTON, Angela. *Insects*. Heinemann Library, 2003
- ROYSTON, Angela. *How plants grow*. Heinemann Library, 1999
- ROYSTON, Angela. *Lifecycle of a chicken*. Heinemann Library, 1998
- ROYSTON, Angela. *Lifecycle of a frog*. Heinemann Library, 1998

## RECOMMENDED WEBSITES FOR ALL PRIMARY

This list contains only a tiny fraction of websites available to teachers. We would recommend each school compiles its own list of websites and that this list is added to frequently.

### Educational Organisations and Institutions

[www.dfes.gov.uk](http://www.dfes.gov.uk)  
[www.nc.uk.net](http://www.nc.uk.net)  
[www.ioe.ac.uk/cdl/readrec.html](http://www.ioe.ac.uk/cdl/readrec.html)  
[www.literacytrust.org.uk](http://www.literacytrust.org.uk)  
[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

### General websites

[www.primaryresources.co.uk](http://www.primaryresources.co.uk)  
[www.schoolzone.co.uk](http://www.schoolzone.co.uk)  
[www.vtf.ngfl.gov.uk](http://www.vtf.ngfl.gov.uk)  
[www.naturegrid.org.uk](http://www.naturegrid.org.uk)  
[www.atozteacherstuff.com](http://www.atozteacherstuff.com)  
[www.teachervision.com](http://www.teachervision.com)  
[www.proteacher.com](http://www.proteacher.com)  
[www.teachingideas.co.uk](http://www.teachingideas.co.uk)  
[www.bbc.co.uk/education](http://www.bbc.co.uk/education)  
[www.eagle.ca](http://www.eagle.ca)  
[www.educate.org.uk](http://www.educate.org.uk)  
[www.home.freeuk.net/elloughton13/index.htm](http://www.home.freeuk.net/elloughton13/index.htm)



#### 4.5. SCIENCE BANDS OF ATTAINMENT

The bands of attainment described are for the **end of EACH cycle**. The three bands described for each cycle correspond to three levels (from the lowest to the highest).

Each child finishing the second year of each cycle should fit **broadly** into one of the three bands. Approximate estimations would be:

- **Band 1, 10% of children**
- **Band 2, 70% of children**
- **Band 3, 20% of children**

### SCIENTIFIC SKILLS

#### First Cycle

##### Band 1

Children describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways (talking, drawing, through simple charts.)

##### Band 2

Children respond to suggestions about how to find things out. They use simple texts and equipment, with help, to find information, observe and compare. They describe their observations using basic vocabulary and record them through drawings, simple charts, etc.

##### Band 3

Children respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer questions. They use simple texts and equipment to find information, observe and compare. They describe their observations using scientific vocabulary and record them through tables, charts, etc. They answer simple questions about results.

#### Second Cycle

##### Band 1

Children respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer

questions. They use simple texts and equipment to find information, observe and compare. They describe their observations using scientific vocabulary and record them through tables, charts, etc. They answer simple questions about results.

## Band 2

Children respond to suggestions and put forward their own ideas about how to find the answer to a question. They recognise why it is important to collect data to answer questions. They use simple texts to find information. They make observations and measure quantities (length or mass) using simple equipment. They carry out a *fair test* with some help. They record their observations in a variety of ways. They provide simple explanations of observations. They report investigations using simple scientific vocabulary and begin to draw conclusions.

## Band 3

Children respond to suggestions and put forward their own ideas about how to find the answer to a question. They recognise why it is important to collect data to answer questions. They use simple texts to find information. They make relevant observations and measure quantities (length or mass) using a range of simple equipment. They carry out a *fair test* with some help. They record their observations in a variety of ways. They report investigations using simple scientific vocabulary and begin to draw conclusions and provide explanations for observations.

## Third Cycle

### Band 1

Children respond to suggestions and put forward their own ideas about how to find the answer to a question. They recognise why it is important to collect data to answer questions. They use simple texts to find information. They make relevant observations and measure quantities (length or mass) using a range of simple equipment. They carry out a *fair test* with some help. They record their observations in a variety of ways. They report investigations using simple scientific vocabulary and begin to draw conclusions and provide explanations for observations.

### Band 2

Children recognise that scientific ideas are based on evidence. In their own investigative work, they decide on an appropriate approach to answer a



question. Where appropriate they describe or show in the way they perform their task, how to vary one factor while keeping the others the same. They make predictions and select information from sources provided for them. They select and use appropriate equipment and measurement devices, and record results in a variety of ways. They begin to relate their conclusions to scientific knowledge and understanding, and to communicate them with appropriate scientific language. They suggest improvements in their work, giving reasons.

### **Band 3**

Children recognise that scientific ideas are based on evidence. In their own investigative work, they decide on an appropriate approach to answer a question. When an investigation involves a *fair test*, they identify key areas to be considered. They make predictions and select information from a range of sources. They select and use appropriate equipment and measurement devices, and record results in a variety of ways. They make more complex explanations for observations. They draw conclusions that are consistent with the evidence and begin to relate these to scientific knowledge and understanding, and to communicate them with appropriate scientific language. They suggest improvements in their work, giving reasons.

## **SCIENCE CONTENTS**

### **First Cycle**

#### **Band 1**

Children show an awareness of main body features and how we look after our bodies. They identify living and non-living things. They understand that things move by pushing or pulling. They identify most frequent materials, tools and machines in their daily life.

#### **Band 2**

Children recognise some internal organs in the body and their functions. They show an awareness of the different origins of food and how food and exercise help us keep healthy. They recognise differences between living and non-living things. They show an awareness of basic features of animals and plants and how they grow and develop in different environments. They show a basic knowledge of forces, light and sound. They recognise common materials and identify their characteristics and uses. They show an awareness of how simple devices work and the kind of energy they use.

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### **Band 3**

Children identify some internal organs in the body and explain their functions. They classify food according to its origin. They understand how food and exercise help us to keep healthy. They explain differences between living and non-living things. They identify main parts of animals and plants and show an awareness of what they need to grow. They show an awareness of basic animals and plants life processes. They recognise changes in materials, for example in water. They identify the Sun, Moon and Earth and relate their movements to days and nights. They can make simple classifications of different materials according to their characteristics and uses. They recognise some machines and devices and the kind of energy they use.

### **Second Cycle**

#### **Band 1**

Children show an awareness of the 5 senses and the main organs in the human body. They show an understanding of the processes of digestion, breathing, blood circulation and the functions of bones and muscles. They identify basic nutritional, hygienic and sleeping habits. They understand the differences between living and non living beings. They recognise and name external parts of animals' bodies and plants. They describe the basic conditions that animals and plants need in order to survive. They recognise that living things are found in different environments. They identify the Sun, Moon and Earth and relate their movements to day and night. They communicate observations of changes in light, sound or movement that result from actions (for example switching on a simple electrical circuit). They show an awareness of how some machines and devices work and the kind of energy they use. They can make simple classifications of different materials according to their properties and uses.

#### **Band 2**

Children identify the 5 senses, and show an awareness of how they work. They recognise the main internal organs in the body and their functions. They show an understanding of the processes of digestion, breathing and blood circulation and how bones, muscles, and nerves work. They understand how a healthy diet, hygiene and sleeping habits are related to health. They sort living things into groups (vertebrates and invertebrates, trees, bushes and grasses). They communicate basic observations of a range of animals and plants in terms of life processes (how they are born, grow up or reproduce). They identify ways in which an animal is suited to its environment. They

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identify the main elements of the Solar System. They show an awareness of the consequences of the Earth's movements. They can explain in simple words how some machines and devices work and the kinds of energy they use. They begin to make simple generalisations about physical phenomena. They describe a variety of ways of sorting materials into groups according to their properties.

### **Band 3**

Children identify the 5 senses, their functions and how they work. They recognise some internal organs in the body and their functions. They show an understanding of how bones, muscles and nerves work. They show an understanding of the processes of digestion, breathing and blood circulation. They define a healthy diet and explain how hygiene, exercise and rest contribute to good health. They sort living things into groups and describe the basis for their groupings (five groups of vertebrates, invertebrates, trees, bushes and grasses). They show an understanding of a range of animals and plants in terms of life processes (how they are born, grow up or reproduce). They describe interactions between animals and plants in the environment (food chains...). They identify main elements of the Solar System. They use simple models to explain the effects caused by the Earth's movements (days, nights, seasons). They explain how some machines and devices work and the kinds of energy they use. They begin to make simple generalisations about physical phenomena. They link cause and effect in simple explanations. They describe differences between the properties of different materials.

### **Third Cycle**

#### **Band 1**

Children identify internal organs in the body and their functions including skeleton, muscles and joints. They show an understanding of the nervous system and the processes of digestion, breathing, blood circulation and reproduction. They relate factors such as diet, exercise and hygiene to good health. They sort living things into groups and describe the basis for these groupings (five groups of vertebrates, invertebrates, plants and micro-organisms). They identify the main parts of animals and plants and their functions in terms of life processes. They show understanding about interactions between animals and plants in the environment, e.g. through food chains. They show understanding about basic physical phenomena such as energy and forces, electricity, light, sound and magnetism. They begin to make simple generalisations about physical phenomena. They link cause and effect in simple explanations. They describe differences between the properties of different materials.

## Band 2

Children describe the processes of digestion, breathing, blood circulation, reproduction and identify which organs play a role in each process. They show an understanding of how the nervous system works. They understand the function of body fluids. They identify external and internal features of animals and plants. They use keys to help them classify living things within vertebrates, invertebrates and micro-organisms. They describe feeding relationships using food chains and terms such as predator and prey. They understand the relationship between living things and the environment. They demonstrate knowledge and understanding of physical processes. They describe and explain physical phenomena. They make generalisations about physical phenomena. They use physical ideas to explain simple phenomena. They demonstrate knowledge and understanding of materials and their properties. They describe differences between the properties of different materials and explain how these differences are used to classify substances. They use scientific terms like *condensation* or *evaporation* to describe changes.

## Band 3

Children demonstrate an increasing knowledge and understanding of the human body. They describe the main functions of the organs of the human body and explain how these are essential. They describe the main stages of the human life cycle. They describe and identify the main functions of external and internal features of animals and plants. They describe the main stages of animal life cycles and flowering plants and point out similarities between them. They recognise that there is a great variety of living things and understand the importance of classification. They explain that different organisms are found in different habitats because of differences in environmental factors. They demonstrate knowledge and understanding of physical processes. They use ideas to explain how to make a range of changes. They use some abstract ideas in descriptions of familiar phenomena. They demonstrate an increasing knowledge and understanding of materials and their properties. They describe some metallic properties and use these properties to distinguish metals from other solids. They identify a range of contexts in which changes to materials take place.



## 5. GEOGRAPHY AND HISTORY



### 5.1. A SUBJECT GUIDE

#### The Social Subjects: Geography and History

Geography and History play an important role in the development of pupils' understanding of their own place in the world.

In the process of learning about their local community and the wider environment, the present as well as the past, pupils develop skills that are important for later life. As they learn to investigate, process and evaluate information and evidence, they gradually develop informed attitudes about the world around them.

By developing a broader knowledge of the world and society, children will become more able to evaluate situations from a variety of viewpoints. The ability to empathise and think critically will in turn increase the children's awareness of their own attitudes and values and their respect for others.

As in any subject area, it is essential that pupils gradually take on more responsibility for aspects of their own learning and to recognise their strengths and weaknesses. The ability to think critically, to work independently and also as part of a team will prepare them for many situations in later life.

The guidelines on the following pages are designed to provide a balance between knowledge acquisition and skills such as investigating and evaluating, which prove vital in pupils' understanding of the world around them and their place in it.

In the first cycle of primary education, History and Geography are presented in a more global form but as clear subject areas in the middle and upper stages of primary. In years one and two the children are introduced to simple research techniques in guided learning situations in order to build a firm foundation for future learning and more independent research later on. Just as the content targets become more challenging, the ability to plan and carry out enquiry tasks and reach clear conclusions increases. The following guidelines plan to ensure that every child is given the opportunity to develop their knowledge and skills systematically with coherence, continuity and progression from year one through to year six.

## 5.2.- ENQUIRY SKILLS FOR GEOGRAPHY AND HISTORY

|                                                                                                                                                                | First cycle                                                                                                                                                                                                                                                                                                                                                                                                                                               | Second cycle                                                                                                                                                                                                                                                                                                                                                       | Third cycle                                                                                                                                                                                                                                                                                      |
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| <b>Preparing for tasks</b><br><br>Planning tasks systematically and in a logical manner.<br><br>Selecting appropriate sources of information.                  | <b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Suggest (with guidance) appropriate ways of approaching specific tasks, e.g. <i>children are asked how we can find out the amount they recycle at home</i>. Possible answers may be conducting a survey, using a diary etc.</li> <li>• Identify simple information texts from which relevant material can be gathered.</li> </ul>                                                 | <b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Ask appropriate questions and suggest ways of approaching and solving problems.</li> <li>• Identify appropriate sources of information from a given range.</li> </ul>                                                                                                                      | <b>Pupils will be able to:</b> <ul style="list-style-type: none"> <li>• Create a sequential plan of how to tackle a specific enquiry task.</li> <li>• Identify a number of appropriate sources from a wide and varied range of information, from which relevant data may be gathered.</li> </ul> |
| <b>Carrying out tasks</b><br><br>Selecting and processing relevant information.<br><br>Evaluating information gathered and the techniques used in the process. | <ul style="list-style-type: none"> <li>• Use contents and index pages to source information.</li> <li>• Find information from a range of sources, e.g. <i>displays, simple maps, picture books, internet</i>.</li> <li>• Process simple information in a variety of ways, e.g. <i>Children keep a pictorial diary of what and how much they recycle at home</i>.</li> <li>• Identify fiction and non-fiction sources to further their enquiry.</li> </ul> | <ul style="list-style-type: none"> <li>• Use reference texts independently to source information</li> <li>• Choose appropriate information gathering techniques.</li> <li>• Select and record information for a specific purpose from a range of sources.</li> <li>• Distinguish between factual evidence and fictional prose to further their enquiry.</li> </ul> | <ul style="list-style-type: none"> <li>• Select and use fiction and non fiction resources accordingly.</li> <li>• Begin to evaluate the appropriateness of techniques used in processing information.</li> <li>• Begin to evaluate the reliability of sources of information.</li> </ul>         |
| <b>Reviewing and reporting on tasks</b><br><br>Presenting findings in an appropriate and coherent way.                                                         | <ul style="list-style-type: none"> <li>• Present work by contributing to a class display and give simple oral and written accounts of their part in the class activity.</li> <li>• Draw simple conclusions from their findings.</li> </ul>                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Present work and findings to peers in a variety of ways i.e. orally, written, in poster form.</li> <li>• Select and use the most appropriate forms to present their findings.</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>• Present findings in a report with clear key points.</li> <li>• Present clear conclusions with reasons.</li> </ul>                                                                                                                                       |



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| Presenting conclusions that are relevant to the original task set. | <ul style="list-style-type: none"> <li>• Answer simple questions about what they have found out.</li> </ul> | <ul style="list-style-type: none"> <li>• Present clear conclusions.</li> </ul> |  |
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### 5.3. GEOGRAPHY CONTENT TARGETS

| Areas of study                                                                                                                           | First cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Second cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Third cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>The world around us</b><br><br>Developing an understanding of our local and wider environment, weather patterns and seasonal changes. | <ul style="list-style-type: none"> <li>• Identify and simply describe major local physical features, e.g. <i>river, mountain</i>.</li> <li>• Recognise some basic similarities and differences between urban and rural landscapes.</li> <li>• Identify various natural landscapes (seaside, mountain...) and appreciate the differences between them.</li> <li>• Identify the four seasons of the year and their main characteristics.</li> <li>• Describe the main types of local weather, and how these affect their own lives</li> <li>• Recognise some basic similarities and differences between local weather patterns and those in UK or other European countries, and describe how these affect people's daily lives.</li> <li>• Appreciate the importance of water in our daily lives.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and describe different landscapes around the world: desert, rainforest, Polar Regions.</li> <li>• Describe and make comparisons between the physical features of different landscapes.</li> <li>• Describe the main types of Spanish weather, and how these affect their own lives and landscapes.</li> <li>• Recognise some similarities and differences between Spanish weather patterns and those in UK or other European countries, and describe how these affect their own and other people's daily lives.</li> <li>• Identify and sequence the key components of the water cycle.</li> <li>• Use maps as a tool to find locations.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify, describe and make comparisons between different ecosystems.</li> <li>• Understand relationships between living creatures in an ecosystem (food chains).</li> <li>• Recognise relationships between living creatures and their habitat in ecosystems.</li> <li>• Show a developing awareness and understanding of world weather and climate and the differences between them.</li> <li>• Recognise different climatic zones and describe how these varying weather conditions affect or change the landscape.</li> <li>• Recognise different types of biomes in relation to the climatic zones.</li> <li>• Use maps as a tool to find locations and to get information about different landscapes.</li> </ul> |

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|                                                                                                               | <ul style="list-style-type: none"> <li>• Describe in simple terms the water cycle in nature.</li> <li>• Be aware of the importance of maps as a tool to get information.</li> </ul>                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Our daily lives</b><br><br>Developing an understanding of the everyday lives of ourselves and others.      | <ul style="list-style-type: none"> <li>• Describe the features of their daily routine.</li> <li>• Compare their daily routines with children in other countries, and identify some similarities and differences. e.g. <i>food we eat, school timetable</i>.</li> <li>• Identify the roles of family members and friends in their daily lives.</li> <li>• Recognise the roles of all school staff, and appreciate how they help us on a daily basis.</li> <li>• Recognise their own and others' roles in the home and at school.</li> </ul> | <ul style="list-style-type: none"> <li>• Compare their daily routines with children in other countries and identify and describe some similarities and differences, e.g. <i>food, school organisation</i>.</li> <li>• Describe the roles of family members and friends in their daily lives at home and at work.</li> <li>• Recognise the roles of all school staff, and show respect and appreciation for how they help us on a daily basis.</li> <li>• Recognise their own and others roles in the home and school and discuss ways of helping and sharing duties.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise their own role as a member of a community.</li> <li>• Compare their daily routines with children in a variety of countries (including third world countries) and identify and describe some similarities and differences.</li> <li>• Recognise and describe various factors influencing the differences between their lives with those of people in other countries, and where appropriate begin to reason how certain conditions may be bettered.</li> <li>• Recognise their own and others' roles in the home, school and as a member of the wider community and discuss ways of helping and sharing duties.</li> </ul> |
| <b>The busy life around us</b><br><br>Developing an understanding of how outside factors influence our lives. | <ul style="list-style-type: none"> <li>• Identify the main features of their village/ town/city e.g. <i>important buildings, leisure facilities etc</i>, and the purpose that they serve.</li> <li>• Identify people and professions involved in providing local services.</li> </ul>                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Read maps to:             <ul style="list-style-type: none"> <li>– Find the main features of a particular village, town or city.</li> <li>– Locate Spain and other European countries and their main cities.</li> </ul> </li> <li>• Follow a product from its manufacture to end</li> </ul>                                                                                                                                                                                                                                            | Read maps to: <ul style="list-style-type: none"> <li>– Find main features on a town or city plan.</li> <li>– Locate countries and find out more about them using keys.</li> </ul> <ul style="list-style-type: none"> <li>• Identify the various types of economic</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                 |



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|  | <ul style="list-style-type: none"><li>• Understand the notion of neighbourhood and identify their neighbours.</li><li>• Make observations about different forms of transport used in their local environment and classify them in different ways.</li><li>• Identify some means of interpersonal communication, e.g. <i>telephone, post</i>.</li><li>• Identify ways in which we communicate on a more global level i.e. television, newspaper.</li><li>• Participate in local festivities and those celebrated in the school from English speaking countries.</li></ul> | <p>result, identifying professions involved in the process.</p> <ul style="list-style-type: none"><li>• Identify and describe simply the features of the political organisation of their locality.</li><li>• Discuss the pros and cons of different means of interpersonal communication.</li><li>• Compare different means of global communication and describe the effectiveness of these.</li><li>• Show an awareness of how publicity influences what we buy.</li><li>• Develop a growing awareness of, and participate in some important cultural celebrations of Spain and other English speaking countries.</li></ul> | <p>activity i.e. agricultural, industrial and service sectors.</p> <ul style="list-style-type: none"><li>• Discuss and research possible reasons for the recent changes in types of economic activity and the effect of such changes.</li><li>• Identify and describe features of the political organisation in Spain.</li><li>• Identify differences in development between countries and factors that influence development.</li><li>• Review and research the reforms and changes to different types of transport over time, and discuss the benefits and disadvantages of these.</li><li>• Research and analyse the changes of types of interpersonal and global communication over time.</li><li>• Analyse different advertisements in different media and understand that adverts may affect what we buy.</li><li>• Research the origin of a specific cultural festival and discuss and compare how it is celebrated in different countries.</li></ul> |
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| <p><b>Caring for our world</b></p> <p>Developing an understanding of the interaction between humans and the earth's natural environment.</p> | <ul style="list-style-type: none"> <li>• Recognise how the school and local environment may be improved, <i>e.g. litter being picked up.</i></li> <li>• Identify items that can be recycled and actively participate in class recycling projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe how people can both improve and damage the environment.</li> <li>• Assess the pros and cons of different forms of transport and their effect on the environment.</li> <li>• Recognise changes in the environment and identify their cause: man-made (pollution) or natural (earthquake, flood).</li> <li>• Identify items that can be recycled and actively participation in recycling projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and research ways in which humans cause damage to the environment and discuss how improvements can be made.</li> <li>• Discuss different approaches to protecting nature and managing the environment.</li> <li>• Design and organise a project to help improve the environment.</li> </ul> |
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**In order to cover the targets pupils may be taught through different projects and using both/either fiction and/or non-fiction texts e.g. contrasting their own locality with another in Spain or the UK, water and its effects on people and the environment, recycling....**



#### 5.4. GEOGRAPHY BANDS OF ATTAINMENT

The attainment targets described are for the **end of EACH cycle**. The three bands detailed for each cycle correspond to three levels (from the lowest to the highest).

Each child finishing the second year of each cycle should **broadly** fit into one of the three bands. Approximate estimations would be:

- **Band 1** \_10% of children
- **Band 2** \_70% of children
- **Band 3** \_20% of children

##### First Cycle

###### Band 1

Pupils show basic knowledge, skills and understanding in studies at a local scale. They recognise the main physical and human features in the local environment and can identify the major physical features of other areas.

###### Band 2

Pupils show their knowledge, skills and understanding in studies at a local scale. They recognise and make observations about physical and human features of the local environment. They show an awareness of places beyond their locality. They begin to recognise how people affect the environment. They use resources that are given to them and their own observations to respond to questions about places and environments.

###### Band 3

Pupils show their knowledge, skills and understanding in studies at a local scale. They describe human and physical features in different places and make observations about those features that give places their character. They recognise how people affect the environment. They use resources that are given to them and their own observations to ask and respond to questions about places and environments.

##### Second Cycle

###### Band 1

Pupils show basic knowledge, skills and understanding in studies of a range of places and environments. They begin to describe and make comparisons

between the physical and human features of different localities. They are aware that different places may have both similar and different characteristics. They recognise how people seek to improve and sustain environments. They use skills and sources of evidence to respond to a range of geographical questions.

## **Band 2**

Pupils show their knowledge, skills and understanding in studies of a range of places and environments. They describe and make comparisons between the physical and human features of different places. They begin to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. They begin to recognise and describe physical and human processes. They are beginning to show understanding of how these processes can change the feature of places and the lives and activities of people living there. They describe how people can both improve or damage the environment. They use skills and sources of evidence to respond to a range of geographical questions and begin to use appropriate vocabulary to communicate their findings.

## **Band 3**

Pupils show their knowledge, skills and understanding in studies of a range of places and environments. They recognise and describe geographical patterns and appreciate the importance of wider geographical location in understanding places. They recognise and describe physical and human processes and show understanding of how these processes can change the feature of places and that these changes affect the lives and activities of people living there. They offer reasons for some of their observations and judgments about places and environments. They describe how people can both improve or damage the environment and explain their own point of views about it. They use a range of geographical skills to help them investigate places and environments. They use appropriate vocabulary to respond to a range of geographical questions and to communicate their findings.

## **Third Cycle**

### **Band 1**

Pupils show basic knowledge, skills and understanding in studies of a range of places and environments in different parts of the world. They begin to describe geographical patterns and physical and human processes. They begin to show understanding of how these processes can change the feature of



places and that these changes affect the lives and activities of people living there. They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them. They recognise how people try to sustain the environment. They begin to explore relevant geographical questions and communicate their findings using appropriate vocabulary.

## **Band 2**

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments from local to global. They begin to offer explanations for geographical patterns and for a range of physical and human processes. They recognise that these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They recognise and suggest different approaches to managing environments. They suggest relevant geographical questions and appropriate sequences of investigation using a range of skills and sources. They present their findings in a coherent way.

## **Band 3**

Pupils show their knowledge, skills and understanding in studies of a wide range of places and environments from local to global. They describe and offer explanations for geographical patterns and for a range of physical and human processes. They recognise that these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They recognise and describe different approaches to managing environments. They suggest relevant geographical questions and appropriate sequences of investigation using a range of skills and sources. They present their findings in a coherent way.

## 5.5. HISTORY CONTENT TARGETS



| Areas of study                                                                                                                                                   | First cycle                                                                                                                                                                                                                                                                                                                                                                                           | Second cycle                                                                                                                                                                                                                                                                                                                        | Third cycle                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Important people and events in the past</b><br>Developing an understanding of distinctive events in the past and the importance of certain people in history. | <b>• Pupils will be able to:</b> <ul style="list-style-type: none"> <li>Identify and talk about people and events in the past that are important to them, in relation to their family or community.</li> <li>Listen to stories that are set in the past, and describe what they have learned.</li> </ul>                                                                                              | <b>• Pupils will be able to:</b> <ul style="list-style-type: none"> <li>Identify and discuss the lives of a few significant men and women in the history of Spain/UK and the wider world, e.g. <i>artists, rulers, explorers, writers.</i></li> <li>Show understanding of main characteristics of the societies studied.</li> </ul> | <b>• Pupils will be able to:</b> <ul style="list-style-type: none"> <li>Ask and answer questions about characteristic features: ideas, beliefs, attitudes and experiences from the periods and societies studied.</li> <li>Show an awareness of the social, cultural, religious and ethnic diversity of the societies studied.</li> </ul>                                                      |
| <b>The effect of change in our world</b><br>Developing an awareness of changes taking place in our lives and being able to relate this to the past.              | <ul style="list-style-type: none"> <li>Identify changes that have had an effect on their own and on others' lives.</li> <li>Identify changes that have had an effect on their community.</li> </ul>                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Identify differences between ways of life at different times.</li> <li>Show an awareness on changes on houses, clothes and food over time.</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Identify and describe reasons for and results of historical events, situations and changes in the periods studied.</li> <li>Analyse in a simple way how the past influences actual events.</li> </ul>                                                                                                                                                   |
| <b>Sequencing important events in the past</b><br>Developing an understanding of relationship between time and specific events in the past.                      | <ul style="list-style-type: none"> <li>Show an awareness of annual patterns and the sequence of events in their own and others' lives, e.g. <i>starting school, birthdays...</i></li> <li>Use appropriate ways of describing and measuring time, e.g. <i>months/days, yesterday/tomorrow, before/after.</i></li> <li>Create a simple timeline to show important events in their own lives.</li> </ul> | <ul style="list-style-type: none"> <li>Show an awareness that the past can be divided into different periods of time.</li> <li>Place events, people and changes into large periods of time.</li> <li>Create and use timelines to place important events in their own and other people's lives.</li> </ul>                           | Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade. <ul style="list-style-type: none"> <li>Place events, people and changes into correct periods of time, establishing relations among them.</li> <li>Increase awareness of the different periods of time, recognising some similarities and differences between them.</li> </ul> |



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| <p><b>Historical Evidence</b></p> <p>Developing an understanding of how historical objects can give us insight into the past.</p> | <ul style="list-style-type: none"> <li>• Show objects from the past, describe their use and explain why they were important.</li> <li>• Compare and contrast their lives with other children from the past using photographs, films and other sources.</li> </ul> | <ul style="list-style-type: none"> <li>• Realise that we learn about History from remains and artefacts.</li> <li>• Ask and answer questions about the past on the basis of simple observations.</li> <li>• Find out about events, people and changes from different sources of information.</li> </ul> | <ul style="list-style-type: none"> <li>• Show an awareness of the different ways in which the past is represented and interpreted.</li> <li>• Find out about events, people and changes from sources of information that go beyond simple observations, including printed sources, cd-roms, Internet and visits to museums and sites.</li> </ul> |
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In order to cover the above content targets, teachers are encouraged to choose topics/ projects carefully so that children will have an overall view of the changes over time, access to historical evidence and opportunities to practise their enquiry and reporting skills. These topics may include:

- A local History study to investigate on a significant event or individual from the locality.
- A European or World History study on the key features and way of life of a past society, e.g. Romans, Ancient Egypt,...
- A History study based on an specific period of time (e.g. Medieval Times) or a civilization from the past (e.g. Romans) with a direct effect on the History of both Spain and Britain. The study would focus on:
  - significant events and individuals who shaped the History in a certain time in the past,
  - an overview of the everyday lives of men, women and children from different sections of society,
  - similarities and differences in both Spanish and British History.

## 5.6. HISTORY BANDS OF ATTAINMENT

The attainment targets described are for the **end of EACH cycle**. The three bands detailed for each cycle correspond to three levels (from the lowest to the highest).

Each child finishing the second year of each cycle should **broadly** fit into one of the three bands. Approximate estimations would be:

- **Band 1, 10% of children**
- **Band 2, 70% of children**
- **Band 3, 20% of children**

### First Cycle

#### Band 1

Pupils recognise the distinction between present and past in their lives. They understand basic terms about the passing of time. They show an understanding of episodes from stories about the past.

#### Band 2

Pupils recognise the distinction between present and past in their own and other people's lives. They use some terms related to the passing of time. They can recount episodes from stories about the past with some help. They can answer some simple questions about the past.

#### Band 3

Pupils show their emerging sense of chronology by placing a few events and objects in order and by using everyday terms about the passing of time. They are familiar with and can recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

### Second Cycle

#### Band 1

Pupils show their developing sense of chronology by:

- Understanding terms concerned with the passing of time.
- Placing important events in a timeline in their lives.



- Recognising that their lives are different from the lives of people in the past.

They answer simple questions about the past. They show understanding of aspects from the past they have studied.

## **Band 2**

Pupils show their developing sense of chronology by:

- Using terms concerned with the passing of time.
- Placing events and objects in a timeline of their lives.
- Recognising how their lives are different from the lives of people in the past.

They observe and handle sources of information to answer questions about the past on the basis of simple observations. They show knowledge and understanding of aspects from the past, main events and people they have studied

## **Band 3**

Pupils show their developing understanding of chronology by:

- Using terms concerned with the passing of time.
- Placing events and objects in a timeline of their own and other people's lives.
- Realising that the past can be divided into different periods of time.

They handle sources of information that go beyond simple observations to answer questions about the past. They show knowledge and understanding of aspects from the past, main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did.

## **Third Cycle**

### **Band 1**

Pupils show their developing understanding of chronology by using terms concerned with the passing of time, realising that the past can be divided into different periods of time and placing events and objects on a timeline. They show understanding of aspects from the past, main events and people from societies they have studied. They use sources of information that go beyond simple observations in order to answer questions about the past.

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## **Band 2**

They show knowledge and understanding of main events and people from societies they have studied. They can identify characteristic features, events and people across different periods. They identify some of the different ways in which the past is represented. They begin to select and combine information from different sources for their work.

## **Band 3**

They show factual knowledge and understanding of aspects of History they have studied. They can describe characteristic features and events, identify people and changes within and across different periods. They show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to produce structured work using information from different sources.



## 5.7. BIBLIOGRAPHY AND WEBSITES

### GEOGRAPHY AND HISTORY

#### RECOMMENDED BOOKS FOR TEACHERS

##### Geography

- ASQUITH, Simon. *Places. Key Stage 2*. Curriculum Bank: Geography. Leamington Spa: Scholastic, 1997
- CORN, John. *Geography: ages 7-9*. Primary Foundations. Leamington Spa: Scholastic, 2000
- FLINT, David. *Houses and homes: photocopiable activities*. Essentials for Geography. Leamington Spa: Scholastic, 1994
- JENNINGS, Terry. *Geography success*. Oxford University Press, 2002
- THORNES, Stanley and Sue THOMAS. *Geography KS1*. Learning Targets. Cheltenham: Stanley Thrones, 1999

##### History

- DOBSON, Mary. *Smelly Old History (8 vols.)*. Oxford: Oxford University Press, 1997
- MACDONALD, Fiona. *How would you survive in the Middle Ages?* London: Watts, 1995
- MORLEY, Jacqueline. *How would you survive as a Viking?* London: Watts, 1993
- SEVERAL AUTHORS. *Curriculum Bank: History*. Leamington Spa: Scholastic, 1995
- SEVERAL AUTHORS. *Eyewitness guides*. Dorling Kindersley, 1988-2003
- SEVERAL AUTHORS. *Primary Foundations: History*. Leamington Spa: Scholastic, 1992
- SEVERAL AUTHORS. *Craft topics Collection*. Watts, 1992-2003

#### RECOMMENDED BOOKS FOR STUDENTS

##### Geography

- STECK-VAUGHN COMPANY. *Schools around the world*. Austin: Texas: SteckVaughn, 1997
- NICHOLSON, Sue. *Why are jungles in danger?* England: Parragon, 2001
- PALMER, Joy. *Deserts*. The Watts Publishing Group, 2003

## History

- MACDONALD, Fiona. *I wonder why Romans wore togas*. New York: Kingfisher Books, 1997
- MACDONALD, FIONA. *I wonder why greeks built temples*. London: Kingfisher Books, 2000
- STEELE, Philip. *I wonder why pyramids were built*. New York: Kingfisher Books, 1995

## GENERAL REFERENCE BOOKS FOR STUDENTS

- LITTLE, Kate. *The Usborne first book of knowledge*. Usborne Publishing Ltd, 1994
- SEVERAL AUTHORS. *The Usborne pocket scientist. Internet linked*. Usborne Publishing Ltd, 2001
- VAUGHN, Jenny and Angela ROYSTON. *My first book of knowledge*. New York: Smithmark Publishers, 1997
- WALKER, Jane. *First fun encyclopaedia*. Mason Crest Publishers, 2002
- YOUNG, Caroline. *The great animal search*. Usborne Publishing Ltd, 1995

## RECOMMENDED WEBSITES FOR ALL PRIMARY

This list contains only a tiny fraction of websites available to teachers. We would recommend each school compiles its own list of websites and that this list is added to frequently.

### Educational Organisations and Institutions

[www.dfes.gov.uk](http://www.dfes.gov.uk)  
[www.nc.uk.net](http://www.nc.uk.net)  
[www.ioe.ac.uk/cdl/readrec.html](http://www.ioe.ac.uk/cdl/readrec.html)  
[www.literacytrust.org.uk](http://www.literacytrust.org.uk)  
[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

### General websites

[www.primaryresources.co.uk](http://www.primaryresources.co.uk)  
[www.schoolzone.co.uk](http://www.schoolzone.co.uk)  
[www.vtf.ngfl.gov.uk](http://www.vtf.ngfl.gov.uk)  
[www.naturegrid.org.uk](http://www.naturegrid.org.uk)  
[www.atozteacherstuff.com](http://www.atozteacherstuff.com)



[www.teachervision.com](http://www.teachervision.com)

[www.proteacher.com](http://www.proteacher.com)

[www.teachingideas.co.uk](http://www.teachingideas.co.uk)

[www.bbc.co.uk/education](http://www.bbc.co.uk/education)

[www.eagle.ca](http://www.eagle.ca)

[www.educate.org.uk](http://www.educate.org.uk)

[www.home.freeuk.net/elloughton13/index.htm](http://www.home.freeuk.net/elloughton13/index.htm)

## 6. ART & DESIGN



### 6.1. AN INTRODUCTION

#### The unique nature of Art and Design

In many ways Art and Design tends to stand apart from other curricular areas. Primarily, it differs from other subjects in the unique way in which children communicate their ideas i.e. in a VISUAL way. However, this subject is often considered apart because it is seen as not being as important as other curricular areas or is simply viewed as a time for *finishing off* tasks left over from other parts of the curriculum.

If exploited properly, Art and Design can provide excellent opportunities for children to express themselves in a unique way. Not only that, through Art and Design, skills more often associated with literacy, science or history can be developed thus complementing other subject areas.

#### What should we be aiming for?

Art and Design should offer opportunities for children to:

- Stimulate their creativity and imagination by providing visual, tactile and sensory experiences
- Understand and respond to the world in a unique manner
- Develop their understanding of line, shape, colour, form, tone, texture, pattern, perspective, image and media
- Develop their ability to use materials and processes to convey feelings, meanings and ideas
- Explore the ideas and meanings behind works of famous artists and designers
- Learn about the different functions of art and design in their own lives and throughout history
- Learn how to make thoughtful judgements and aesthetic practical decisions
- Learn how to criticise constructively and accept criticism from peers
- Become actively involved in shaping their school, home and local environment

#### How should the teaching of Art and Design progress through primary?

Art and design should above all be stimulating for the children. The aim should be to develop children's imagination through providing art, craft and design activities that in the first years of primary should relate to children's own identities and experiences.



During the second and third cycles of primary, the teacher should be aiming at developing the child's creativity and imagination by building on knowledge, skills and understanding through more complex activities. Children's experiences help them to develop a wider understanding of the roles of art and design in the wider world.

### **Should we use a text book?**

As in all subject areas, textbooks can be a useful resource for getting ideas. However, the very nature of art and design and its emphasis on creativity and the need to experiment with diverse techniques and materials makes following a textbook as the only input a very limiting experience. With the advent of the Internet, it is possible to find a wealth of information for teachers, great lesson plans and most exciting of all, the chance to tour the world's museums virtually! With such technology at our fingertips it seems a shame to concentrate our efforts on a two-dimensional and mono-material resource. Furthermore, if a cross-curricular approach is being implemented throughout primary, it could be difficult to find the material needed in a textbook to complement the topic.

### **How can language skills be developed through Art and design?**

Language skills form a very important part of Art and Design especially when children have to form a critical opinion. For example speaking and listening skills are developed through activities such as:

- Practising functional language e.g. asking for materials
- Discussing the steps involved in carrying out the task
- Evaluating the best materials to use and techniques to employ
- Describing a picture and making a personal response to it
- Making comparisons between art works
- Making a judgement about a child's own piece of work, a friend's or an artist's
- Making an evaluation about a child's own design or that of others
- Making personal statements about child's own work or artist's work/ life

Reading and writing skills can be developed through such activities as:

- Following instructions to complete a task
- Researching information about an artist or his/her work from information texts/ Internet
- Writing short biographies of famous artists
- Giving a written opinion of a painting, sculpture etc.
- Sequencing steps from pictorial/written information after doing the task
- Making personal statements about child's own, friend's or artist's work.

6.2. ART& DESIGN: CONTENT TARGETS

|                             | First cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Second cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Third cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and Understanding | <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"><li>• Identify visual and tactile elements including colour, pattern and texture, line and tone, shape form and type of image, (photo, painting, collage).</li><li>• Identify materials used in making art, craft and design.</li><li>• Be aware of the basic uses of art media.</li><li>• Be aware of the differences and similarities between the works of a few well-known artists.</li></ul> | <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"><li>• Identify and describe visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space, perspective, type of image and media and how they can be combined for different purposes.</li><li>• Identify materials used in making art, craft and design and be aware of how different effects can be created using these.</li><li>• Use increasing knowledge of art media to select appropriately media for a given task.</li><li>• Identify and describe the differences and similarities between the works of well-known artists from various periods in time.</li></ul> | <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"><li>• Identify and describe visual and tactile elements including colour, pattern and texture, line and tone, shape, form and space, perspective, type of image and media and how they can be combined and organised for different purposes.</li><li>• Identify materials, techniques and processes used in making art, craft and design and be aware of how different effects can be created using these.</li><li>• Identify and describe the differences and similarities between the works of artists, designers and architects working in different times and cultures.</li></ul> |



## 6.3. ART &amp; DESIGN: SKILLS TARGETS

|                           | First cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Second cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Third cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explore and Develop ideas | <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use first-hand observations, imagination and personal experiences as inspiration for projects and tasks.</li> <li>• Ask questions about the starting points of their work.</li> <li>• Collect visual information to help them develop their ideas.</li> </ul>                                                                                                                                                                                                                     | <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use first-hand observations, imagination, personal experiences as well as a growing awareness of the wider world as inspiration for projects and tasks.</li> <li>• Ask and answer questions about the starting points of their work.</li> <li>• Look for and collect visual information to help them develop their ideas.</li> </ul>                                                                                                                                                                                      | <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use first-hand observations, imagination, personal experiences and an ever-increasing awareness of the wider world as inspiration for projects and tasks.</li> <li>• Assess suitable starting points for work and select ideas to use in work, e.g. <i>themselves, their experiences, stories, natural and made objects and the local environment.</i></li> <li>• Look for and select visual information to help them develop their ideas.</li> </ul>                                                         |
| Investigate and make      | <ul style="list-style-type: none"> <li>• Try out tools in a free and spontaneous way e.g. paint, crayons and fabrics.</li> <li>• Observe and draw selected items from children's close environment.</li> <li>• Use lines freely to make shapes.</li> <li>• Make simple compositions or build structures.</li> <li>• Draw, paint and model from observed objects such as houses, boats, plants to attempt realism in colour, detail and pattern.</li> <li>• Make images and items through observation based on visits to museums, galleries and parks.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a few methods to create images in a free and spontaneous way but with evidence of increasing control, e.g. <i>mixing colours to get a desired effect.</i></li> <li>• Observe and draw given sources by drawing, painting and sketching.</li> <li>• Control lines to make shapes showing some understanding of scale.</li> <li>• Create compositions or make structures in 3-dimensions.</li> <li>• Draw, paint and model from observed objects such as houses, boats, plants and people to attempt realism in space, colour, detail and pattern.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a wider variety of methods or combination of methods in a free and imaginative way with evidence of good control.</li> <li>• Draw, model and construct from observed objects with increasing detail.</li> <li>• Control lines to make shapes showing increasing understanding of scale and some understanding of perspective.</li> <li>• Create more complex compositions and 3-dimensional structures.</li> <li>• Draw, paint and model from observed objects such as houses, boats, plants and people to attempt realism in space,</li> </ul> |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Investigate and make | <ul style="list-style-type: none"> <li>• Make images based on ideas or feelings.</li> <li>• Investigate the possibilities of using a range of materials referring to examples such as clay, papier maché or plaster for a given project with teacher help, e.g. <i>the best material to use to make an Easter egg</i>.</li> <li>• Investigate the process involved in a design, e.g. <i>painting or collage and be able to sequence instructions</i>.</li> <li>• Show a growing awareness of the importance of colour in our daily lives, the way colour can represent atmosphere, e.g. <i>grey for rainy day</i> and begin to use colour mixing techniques demonstrating their increasing knowledge of primary and secondary colours.</li> <li>• Begin to work alone on a project with teacher guidance.</li> <li>• Model objects in 3-dimensions.</li> </ul> | <ul style="list-style-type: none"> <li>• Make some images and items through close observation with different media based on visits to museums, galleries and parks.</li> <li>• Convey feelings, ideas and emotions in two and three dimensions.</li> <li>• Investigate the visual and tactile qualities of some materials to find the most appropriate media according to the given task.</li> <li>• Investigate the processes involved in design – painting, collage, sculpting etc. and be able to devise a series of steps to carry out the process.</li> <li>• Show an increased awareness of the importance of colour in our daily lives, the way colour can represent atmosphere and moods and refine their colour mixing techniques demonstrating knowledge of primary, secondary and tertiary colours.</li> <li>• Work successfully on a project alone with increasing independence.</li> <li>• Begin to work on a project in a group with teacher guidance.</li> <li>• Create an artefact in two and three dimensions.</li> <li>• Create a simple drawing in different scales.</li> </ul> | <p>colour and tone, detail, pattern and perspective.</p> <ul style="list-style-type: none"> <li>• Make various images and items through detailed observation with different media based on visits to museums, galleries and parks.</li> <li>• Convey feelings, ideas and emotions, real and imagined, in two and three dimensions.</li> <li>• Investigate and combine the visual and tactile qualities of materials and processes to find the most appropriate media for personal projects.</li> <li>• Investigate the possible processes involved in a design – painting, collage, printmaking or digital media etc. and decide on the most appropriate steps.</li> <li>• Show an increased awareness of the importance of colour in our daily lives, the way colour can represent atmosphere and moods and refine their colour mixing techniques demonstrating knowledge of primary, secondary and tertiary colours. Use increasing knowledge of light and dark to emphasize shadow, light areas, depth and distance.</li> <li>• Work successfully on a project alone.</li> <li>• Work successfully on a project in a group.</li> </ul> |
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|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Create an artefact in two and three dimensions trying the effectiveness of different materials.</li> <li>• Create an artefact in different scales.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Evaluate and Develop ideas | <ul style="list-style-type: none"> <li>• With support, describe a picture or an object and give a simple personal response to it.</li> <li>• Make simple comments about own and others' work.</li> <li>• Develop respect for their own and others' work.</li> <li>• Identify what they might change in their current work with teacher guidance.</li> <li>• Work with others, listening to and respecting each other's ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe a picture or an object and give a personal response to it.</li> <li>• Comment on finished product comparing ideas, methods and approaches in their own and other people's work.</li> <li>• Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise.</li> <li>• Identify what they might change in their current work focussing on the media and techniques used.</li> <li>• Evaluate own work and express what they may change in the future.</li> <li>• Value the natural and made environment, including the distinctiveness of their locality.</li> <li>• Work with others, listening to and respecting each other's ideas and learning to value different interests within the group.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe a picture, object or architectural design and give a personal judgement including criticism where appropriate.</li> <li>• Make one or two personal statements about their own and artist's or designer's work, showing an understanding of the visual elements.</li> <li>• Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise.</li> <li>• Identify what they might change in their current work focussing on the media and techniques used.</li> <li>• Evaluate own work and express what they may change in the future.</li> <li>• Value the natural and made environment, including the distinctiveness of their locality, and learn to evaluate critically the role and function of art and design within it.</li> <li>• Work with others, listening to and respecting each other's ideas and learning to value different interests and strengths within the group.</li> </ul> |

## 6.4. ART AND DESIGN: BANDS OF ATTAINMENT

The attainment targets described are for the **end of EACH cycle**. The three bands elaborated for each cycle correspond to three levels (from the lowest to the highest).

Each child finishing the second year of each cycle should **broadly** fit into one of the three bands. Approximate estimations would be:

- **Band 1, 10% of children**
- **Band 2, 70% of children**
- **Band 3, 20% of children**

### First cycle

#### Band 1

Pupils respond to stimuli with teacher guidance. They use a variety of materials and processes to communicate their ideas and meanings in a simple way. They describe what they think or feel about their own work.

#### Band 2

Pupils respond to stimuli. They use a variety of materials and processes to communicate their ideas and meanings to make images. They describe what they think or feel about their own work, and make simple comments about the work of others.

#### Band 3

Pupils respond to and explore stimuli. They investigate and use a variety of materials and processes to communicate their ideas and meanings. They design and make images. They describe what they think or feel about their own work, and make simple comments about the work of others.

### Second Cycle

#### Band 1

Pupils respond to and explore stimuli. They investigate and use a variety of materials and processes to communicate their ideas and meanings. They design and make images and create artefacts. They describe what they



think or feel about their own work, and make simple comments about the work of others.

## **Band 2**

Pupils explore ideas and stimuli and collect visual information for their work. They investigate the qualities of certain materials and use a variety of processes to communicate their ideas and meanings. They design and make images and artefacts. They describe what they think about their own work and that of others and suggest simple ways of improving their own. They comment on differences in others' work .

## **Band 3**

Pupils explore ideas and stimuli and collect visual and other information for their work. They investigate the visual and tactile qualities of certain materials and use a variety of processes to communicate their ideas and meanings. They design and make images and artefacts for different purposes. They describe what they think about their own work and that of others and suggest ways of improving their own. They comment on differences and similarities between their own and others' work .

## **Third cycle**

### **Band 1**

Pupils explore ideas and stimuli and collect visual and other information for their work including different historical and cultural contexts. They investigate the visual and tactile qualities of certain materials and use a variety of processes to communicate their ideas and meanings. They design and make images and artefacts for different purposes. They describe what they think about their own work and that of others and suggest ways of improving their own. They comment on differences and similarities between their own and others' work .

### **Band 2**

Pupils explore ideas and stimuli and collect visual and other information including different historical and cultural contexts to help them develop their work. They begin to use their increasing knowledge and understanding of materials and processes to communicate ideas and meanings in a personal way through images and artefacts. They describe what they think about their

own work and that of others and suggest ways of adapting and improving their own. They compare and comment on ideas and methods used in their own and others' work.

### **Band 3**

Pupils explore ideas and stimuli and collect visual and other information including different historical and cultural contexts to help them develop their work. They use their increasing knowledge and understanding of materials and processes to communicate ideas and meanings, combining and organising visual and tactile through images and artefacts qualities to suit their intentions. They describe what they think about their own work and that of others and adapt and improve their own work. They compare and comment on ideas, methods and approaches used in their own and others' work.

### **6.5. ART AND DESIGN: USEFUL WEBSITES**

#### **ArtsEdNet**

[www.artsednet.getty.edu/](http://www.artsednet.getty.edu/) An online service developed by the J Paul Getty Trust. It focusses on helping arts educators, general classroom teachers, museum educators, and university staff involved in art education

#### **arteducation.co.uk**

[www.arteducation.co.uk](http://www.arteducation.co.uk) Over 600 pages of art lessons, art projects and ideas about teaching art. Written by leading art educators in the UK with primary and secondary teachers in mind.

#### **The @rt Room**

[www.arts.ufl.edu/art/rt\\_room/@rtroom\\_home.html](http://www.arts.ufl.edu/art/rt_room/@rtroom_home.html) A resource for 2nd and 3rd cycles art and design projects.

#### **Virtual Teacher Centre (VTC)**

[www.vtc.ngfl.gov.uk/resource/esr/](http://www.vtc.ngfl.gov.uk/resource/esr/) Art pages with links to galleries, web resources, UK art departments online.

#### **Web Museum**

[www.sunsite.unc.edu/wm/](http://www.sunsite.unc.edu/wm/) Information about art and artists all over the world.

#### **24 Hour Museum**

[www.24hourmuseum.org.uk](http://www.24hourmuseum.org.uk) Provides public access to non-profit-making museums, galleries and heritage attractions in the UK.



## 7. ASSESSMENT

Education is concerned with a wide range of aspects of learning. It involves not only the knowledge and skills as specified in this integrated curriculum but also the attitudes, values and interests which are to be encouraged in children. Assessment relates to all these aspects of education.

Assessment will improve the quality of learning and teaching if the information gathered has a clear purpose, is collected systematically, and is used appropriately.

Assessment is an important and integral part of the learning and teaching process and it has five key elements: **PLANNING, TEACHING, RECORDING, REPORTING and EVALUATING**. These elements all overlap and are not sequential.

### **PLANNING: Knowing and sharing what is to be learned**

Teachers should have a clear idea of what is to be learned in the teaching programmes they plan for individuals, groups and classes, taking into account what has gone before. This is necessary for effective teaching and effective assessment, whether the plan is for a day, a week, a month, or a longer period of time. Planning should be explicit enough to make it easy to communicate aims to pupils, parents and other teachers.

Methods of assessment and recording are an integral part of our work and should be decided on when planning a topic.

- **AIMS:** Decide which areas of the curriculum and targets will be included in the topic.
- **SPECIFIC OBJECTIVES:** Decide what the children are going to be able to do/ do better/will have covered by the end of the unit.
- **LESSONS:** Plan a series of appropriate lessons and activities to meet these objectives. Plan tasks and set expectations for individuals and groups.
- **ASSESSMENT AND RECORDING:** Decide which aspects of work to assess or test. This will indicate what should be recorded.
- **NOTES FOR FURTHER DEVELOPMENT OF TOPIC:** It is important to evaluate the appropriateness of the content, activities and resources when completing a topic unit to develop and improve it in following years.

### **TEACHING: Assessment as a part of effective learning and teaching**

Assessment is an integral part of teaching and involves four main concerns:

- Clear teaching and learning aims.
- Motivation.

- Previous experience and present abilities.
- Effective tasks and flexible teaching methods.

Effective teaching will ensure that all pupils are given tasks which are challenging but attainable, and that they are given opportunities to assimilate and apply successfully the new concepts, knowledge, skills and attitudes which they are meeting.

Design assessment activities based on what children say, write and can do, always considering particular experience and abilities of the children in the bi-lingual project:

- Set assessment tasks at the same level of challenge they face in everyday work.
- Differentiation: design assessment tasks for different levels and abilities.
- Expose children to different types of test situations so that they understand the procedure.
- Give them the appropriate training to face test situations, developing study skills and exam techniques.
- Keep a balance between the linguistic demands and the content of assessment tasks.
- Assess not only their knowledge but their achievements in the development of scientific and enquiry skills.
- Be aware of the difficulties some children have to express in written form what they know.

### **RECORDING: Summarising success and progress**

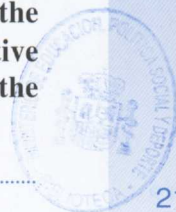
Assess throughout the year/cycle in a variety of ways keeping a record of the results and samples of children's progress. It is important that this record focuses on the chosen learning targets. The progress of each pupil should be updated and recorded in a convenient way.

Record:

- Information from day to day activities.
- Information from assessment tasks/tests.

### **REPORTING : Providing useful feedback**

The knowledge gained from assessment builds up a picture of each pupil's attainments, interests and aptitudes, which forms the basis of reporting to parents. It also contributes to a co-operative relationship among teachers, pupils, parents and others involved in the pupils' learning.





**Report in different ways throughout the year:**

- Provide regular, supportive feedback to children highlighting their achievements and strengths.
- Have individual meetings with parents.
- Write termly report cards.
- Have general parents' meetings.
- Prepare termly evaluations of whole class.
- Complete general end of term evaluation ("*memoria*").

**Help children to identify:**

- What they have learned.
- What they still have to learn.
- Their next steps in learning.

**EVALUATING: Using assessment to evaluate learning and teaching**

Assessment in school should help teachers to evaluate the effectiveness of all the various arrangements made to ensure that learning takes place.

We use different tools for evaluation to reflect the different types of activities the children experience:

**Oral activities**

- Discussions with individuals, groups and the class
- Questioning pupils about their understanding of their work
- Reading aloud
- Re-telling a story
- Dramatisations
- Oral presentations

**Written activities**

- "Short-answer" assessments
- Writing longer pieces of work related to their work in literacy or other subject areas
- **Avoid EFL type written and grammar tests**

**Practical activities**

- Planning and carrying out experiments
- Co-operating in a project
- Evidence of putting knowledge or skills into practice

**Daily work**

- Assess effort and achievement, e.g. in homework and notebooks.
- Self-evaluation and peer assessment. Encourage pupils to reflect on their own work.







## A CROSS-CURRICULAR APPROACH

### 1. CROSS-CURRICULAR TOPICS

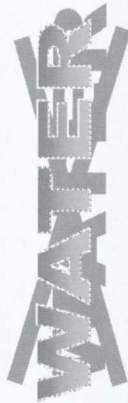
#### 1st cycle: Water

##### CONCEPTS

1. Knowledge of basic properties:
  - Water has no colour
  - Water has no taste
  - It adapts to the container's shape
2. Soaking, sinking, floating. Experiment and learn that water affects different materials in different ways.

##### ART AND CRAFT

Make boats using different materials: paper, cardboard, plastic, aluminium foil...



##### LITERACY

- *A sinking feeling* (O.R.T.)
- *Mr. Gumpy's outing* (Project pack for exploitation)
- *Everybody got wet* (O.R.T.)
- *Nobody got wet* (O.R.T.)

##### SCIENCE EXPERIMENTS

1. Using the boats children made:
  - Put different material boats in water and note what happens to them.
  - Predict how many marbles they will hold before sinking
2. Using 3 glasses with water:
  - Note the different flavour of water when sugar is added.
  - Note how the water gets colour when ketchup or a colouring additive is put in the glass

##### CROSS-CURRICULAR LINKS

1. Water as a valuable element. Encourage the sensible use of water. Ask children to illustrate the slogan: DON'T WASTE WATER. Display their drawings around the school toilets and fountains at the playground.
2. Making water music. Create a musical pattern and explore different sounds using glass containers with different amounts of water.

##### SONG

- *Peter, Patter and Flop* ( Snip-Snap B. Heinemann)
- *Row, row, row your boat.*



## 2nd Cycle: ANCIENT EGYPT



### AIMS:

- To stimulate the children to enjoy learning by studying a very interesting topic, by playing games and doing craft activities.
- To recycle previous knowledge in new contexts, by studying: materials, daily routines, tools, machines and geography.
- To study the creative processes of building a pyramid and making papyrus paper.
- To develop knowledge and understanding of the existence of an Ancient civilization: their beliefs, their way of life, etc.
- To encourage personal investigation, to learn where and how to find information, focussing upon reading comprehension with visual support.
- To encourage literacy and to focus upon the use of past tenses in context.

### RESOURCES:

- DEARY, Terry and Peter HEPPLWHITE. *The awesome Egyptians*. London: Scholastic Children's Books, 1993
- HARVEY, Gill and Struan REID. *The Usborne Internet-linked Encyclopaedia of Ancient Egypt*. London: Usborne, 2001
- [www.usborne-quicklinks.com/](http://www.usborne-quicklinks.com/)
- PUTNAM, James. *Mummy*. Eyewitness Project Pack. London: Dorling Kindersley, 2003

### ACTIVITIES AND GAMES

- Game: *Life in ancient Egypt*. Describe and match pictures to written texts.
- Literacy: *The afterlife* (text). Reading race: read the different sections and put in order.
- Reading text instructions: How to make a Canopic jar.
- Cloze procedure: How to make a mummy.
- Maps of nowadays and ancient Egypt. Geography of the Nile.
- Wall display and exhibition of things brought in by the children.
- Game: objects from a tomb to encourage speaking and do guided writing to answer the question: Why did they want to take it with them?
- Costumes for May 15th school show. Dress as Egyptians and dramatise an Egyptian story in Spanish.
- Make a paper mummy
- Use *Mummy* (listed above) to talk about mummification. A self-access unit with reading comprehension and writing practice.



- Make individual books about Egypt using different activities from the whole topic as chapters in the book. Make a title page, order the chapters, write headings, do final decorations, write contents, index and glossary. Put it together.

#### TRIPS:

- Archaeological museum, with exploitation before and after.
- Imax cinema: The mysteries of Egypt.
- Talk in Spanish from a specialist, with a slide show.(write reports of all these)

#### NOTES:

The final test can include material from this topic.

This is a very successful and motivating topic, with a wealth of material. There are lots more things that can be done, e.g.

- Make papyrus paper.
- Make a mummy with a plasticine base and plaster of Paris bandages.
- Follow up the reading text and make a Canopic jar.
- Make hieroglyphs with potato prints.



### 3rd cycle: SHARKS



## SHARKS

### AIMS:

- To extend the topic about living things to a specific animal in order to interest and motivate the students.
- To develop knowledge and understanding of different species of sharks.
- To encourage personal investigation, focussing upon reading comprehension with visual support.
- To learn to summarise information, and practice making sentences from summarised information.
- To practice formulating questions and answering them. Concentrate on what? how? why? when? questions.
- To encourage speaking.

### RESOURCES:

- NELSON, Rosie. *Shark*. London: Dorling Kindersley, 1998
- [www.usborne-quicklinks.com](http://www.usborne-quicklinks.com)
- [www.enchantedlearning.com](http://www.enchantedlearning.com)
- [www.sdnhm.org/kids/sharks/](http://www.sdnhm.org/kids/sharks/)
- Video: *Shark*. Eyewitness video series. HMC 80034VD, Dorling Kindersley.

### ACTIVITIES:

- Introduce topic eliciting interesting questions about sharks. Answer looking at the FAQs in the shark school website. Read and match questions with answers.
- Label a diagram of a shark, describe body parts. Do spelling test with new vocabulary, practice making up definitions of new words.
- Gather information from books, internet web pages, tabulate information and write fact files describing the similarities and differences between sharks/bony fish, sharks/rays and the 8 different orders of sharks.
- Use these information charts to write proper sentences.
- Self-access work using the worksheets of the project pack.

### MINI-PROJECT :

- Each student researches one particular shark and prepares a short oral presentation for the whole class, writing a first draft of the composition, then writing it out neatly taking care with the layout and adding illustrations and photographs.
- Art and craft: Make a plasticene model of a chosen shark.
- Do an oral presentation for the whole class of approximately 2 minutes duration.



## 2. WORKING WITH INFORMATION TEXTS

### How do we select non-fiction books?

We choose :

- Alphabet books and simple dictionaries.
- Books which link with the Science, Geography, History and Art curriculum.
- Different books on the same topic.
- Simple how to books with instructions, e.g. *recipe books*.
- Chronological texts e.g. *The lifecycle of a frog*.
- Non-chronological texts, to start looking up information using the contents.

### Our students easily understand non-fiction books because...

- They present accurate information.
- The language is usually simple.
- There is a straightforward link between experience and writing.
- They have good illustrations, e.g. photographs, drawings, charts and diagrams.
- They have clear organisational features, e.g. contents, index, headings, glossary.
- They use a range of features to present and explain information: simple charts, captions, headings and supportive illustrations.

### How do we familiarise children with the special features of information texts?

- Point them out in group reading sessions.
- Make an extension activity.

For example *Explanation books have diagrams with labels.*

Look at this **diagram**. It is a **diagram** of a bean growing. Can you read the **labels**?

Now I'm going to cover up the **labels**. Can you remember them? What is this **label**? Yes! very good!

Now everyone draw a **diagram** of a bean. Write the **labels** on yellow paper. How do you spell shoot? etc. Where do we stick this **label** on?

Oh dear, look everyone, I've made a mistake with my **labels**. What's wrong?

## How do we teach children to use reference texts?

In Primary we aim to stimulate the children's natural curiosity and show them how to answer their own queries and extend their knowledge. Looking for simple information is the first step to research, and children need to gradually develop the skills to learn autonomously. Training children to develop these skills involves a lot of teacher guidance in the early stages, but then students begin to access information more independently using encyclopaedias and the internet.

- Start by using an information text to answer a question which has come from one of the children.

For example *Alejandro wants to know how many eggs the frog lays.*

*Where is a book about frogs? Lets read the **title** The lifecycle of a frog.*

*Here is the list of **contents**. Lets read it together. Where is the information about eggs? What is the page number? Let read it together. Alejandro, how many eggs do frogs lay?*

- Then children can be given guided tasks to find specific information using the contents page. Short and simple information books such as Factfinders OUP are easy to use.
- If enough books are available, pupils can help to classify them according to subjects and then locate them by classification.
- Children can be given tasks to practise scanning indexes, dictionaries and IT sources to find information quickly and accurately.
- Pupils can summarise orally in one sentence the content of a passage, and decide if it is relevant.
- Pupils can be given a short text to read, and then they can answer simple questions, and summarise in writing the main points it is making. Worksheets and illustrated texts can be used to practise these skills.

DK *Eyewitness project packs* and teaching websites are good resources for preparing these materials.

- Some books in the *Usborne* series are Internet -linked, and this makes it simple for children to search the website for further information when researching a topic.



- Students can be given tasks where they begin to take notes when researching a topic, identifying key words, phrases and sentences.

### How do we make information texts with the children?

In literacy lessons pupils practise presenting the same information in different ways, e.g. a news report, a story and a letter. They will also make different types of factual compositions which relate to other areas of the curriculum.

**ORAL WORK.** These writing tasks will be preceded by oral work and can also be the basis of oral presentations to the rest of the group.

There are 4 main types of information texts, and children need to become familiar with each distinct framework.

### RECOUNT

This is a simple retelling of an experience such as news telling, e.g. *We went to the farm park.*

The text is usually in the past tense and follows a **when? who? where? why?** plus **evaluation**, sequence. Use sentences to indicate the time and link the sequence of events e. g. *On Friday/First we saw/then we had lunch* etc.

- Take photos of the children during the trip .
- Elicit captions for the photos from the children using models and half sentences in guided writing sessions.
- Play games in group sessions for ordering, reading and matching the captions to the photos.
- Add a summarising sentence *We had a great time!* and make a title page. Put it all together to make a book.
- Put it in the reading corner to be enjoyed by everyone.

In the second and third cycles children can learn to retell events more autonomously in guided writing sessions. The basic recount format can be developed in different ways:

- News writing can be developed with simple diaries and guided writing about holidays and other shared experiences.
- In the third cycle the children can all contribute to a class diary containing photographs and reports of significant events and trips during the year.
- A school magazine can also provide a good incentive for pupils to write reports. Students can type up their best work in ICT sessions.
- As class libraries become more established there should be an attractive range of books for the children to borrow. The pupils can begin to write book reviews and simple summaries of stories they have read.

PROCEDURE

This is a **how to** book and it could be about a craft activity, an experiment, or a recipe, e.g. *How to cook scones*.

The framework is a **list** of what is needed, and then **steps** to show the way to do something, followed by an **evaluation**.

- In a recipe book there is a list of vocabulary to be read and understood. Learning these can be done by playing games in the group sessions, e.g. Kim’s game. The words must then be sorted into 2 groups, *utensils* and *ingredients*. These can be presented to the children as the *things you can’t eat* and the *things you can eat*.
- The description of the method can be illustrated by photographs of the children making the scones, or they can draw and label the steps involved. Captions can be written in the present tense starting with doing words, e.g. *put, take, mix, stir*. Games can be played in group sessions to order, read and match the captions.
- Elicit an introductory and a final phrase, e.g. *We made scones. They tasted yummy*.
- Finally, involve the children in making a cover, writing a title, writing on the authors’ names, and put it in the reading area.

Cross-curricular links:

- Children should become familiar with this format in first cycle so that later on in primary they are able to write up scientific experiments.
- Art and craft techniques can be presented as simple written instructions about the steps to follow, or the procedure can be written up afterwards, linking literacy and art.

REPORT

This gives factual or scientific information and could be a simple report about an animal. e.g. *Dolphins* or a bigger project book e.g. *My book about space, My book about volcanoes, Welcome to Medieval Times*.

The framework for a simple animal report could be:

|                            |                                                                                   |
|----------------------------|-----------------------------------------------------------------------------------|
| The title                  | Dolphins                                                                          |
| What sort of animal is it? | A mammal.                                                                         |
| What does it look like?    | It is big and blue. It has a long body, a long nose and a long tail. It has fins. |
| Diagram with labels.       |                                                                                   |
| Where does it live?        | In the sea.                                                                       |
| What does it do?           | It can swim and jump and catch fish.                                              |
| Summarising comment.       | Dolphins are very clever.                                                         |



A project book can be made like this.

- Collate worksheets from the project and decide on an order.
- Divide the work into chapters with headings.
- Write a list of contents, an index and a glossary of new words.
- Make a title page.

Project books can become more extensive in second and third cycles. The pages of information can be the result of working a text in different ways, as a variety of approaches is more stimulating.

Texts can come from:

- Close procedure exercise.
- Word ordering.
- Sequencing sentences.
- Matching a picture to an illustration.
- Drawing illustrations from a given text.
- Composing a text (with help) to match given illustrations.
- A recount of a school trip related to the project.
- The procedure of a related art and craft activity.

The glossary of the book can be the end result of vocabulary work on definitions or a spelling test. An attractive cover for the book can be designed and made in art and craft sessions.

## EXPLANATION

An explanation text involves a description of cause and effect and can therefore be difficult for children to create in the first cycle. They can however become familiar with the format by reading why? books in the group reading sessions.

The basic framework is

- A title
- Tell what it is.
- Talk about the parts
- A diagram with labels
- Tell how it works
- Tell how it is used.

This type of book will be easier for children to create in the second and third cycles. The pupils will have a wider vocabulary and will be more competent at describing cause and effect from their studies of Science, Geography and History, e.g. from work on forces and electricity.

**EDICIONES DEL  
INSTITUTO SUPERIOR DE  
FORMACIÓN DEL  
PROFESORADO**

**Subdirección General de Información  
y Publicaciones del Ministerio  
de Educación y Ciencia**





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## EDICIONES DEL INSTITUTO SUPERIOR DE FORMACIÓN DEL PROFESORADO

Subdirección General de Información y Publicaciones  
del Ministerio de Educación y Ciencia

El Instituto Superior de Formación del Profesorado tiene como objetivo impulsar, incentivar, financiar, apoyar y promover acciones formativas realizadas por las instituciones, Universidades y entidades sin ánimo de lucro, de interés para los docentes de todo el Estado Español que ejercen sus funciones en las distintas Comunidades y Ciudades Autónomas. Pero, tan importante como ello, es difundir, extender y dar a conocer, en el mayor número de foros posible, y al mayor número de profesores, el desarrollo de estas acciones. Para cumplir este objetivo, el I.S.F.P. pondrá a disposición del profesorado español, con destino a las bibliotecas de Centros y Departamentos, **dos colecciones**, divididas cada una en cuatro series.

Con estas colecciones, como acabamos de señalar, se pretende difundir los contenidos de los cursos, congresos, investigaciones y actividades que se impulsan desde el Instituto Superior de Formación del Profesorado, con el fin de que su penetración difusora en el mundo educativo llegue al máximo posible, estableciéndose así una fructífera intercomunicación dentro de todo el territorio del Estado.

La primera de nuestras colecciones se denomina **Aulas de Verano**, y pretende que todo el profesorado pueda acceder al conocimiento de las ponencias que se desarrollan durante los veranos en la *Universidad Internacional Menéndez Pelayo de Santander*, en los cursos de la *Universidad Complutense en El Escorial*, en los de la *Universidad Nacional de Educación a Distancia en Ávila* y en los de la *Fundación Universidad de Verano de Castilla y León en Segovia*. En general, esta colección pretende dar a conocer todas aquellas actividades que desarrollamos durante el período estival.

Se divide en cuatro series, dedicadas las tres primeras a la Educación Secundaria (la tercera a F.P.), y la cuarta a Infantil y Primaria.



Colección **Aulas de Verano**, que se identifica con el  
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La segunda colección se denomina **Conocimiento Educativo**. Con ella pretendemos difundir las investigaciones realizadas por el profesorado o grupos de profesores, el contenido de aquellos cursos de verano de carácter más general y dar a conocer aquellas acciones educativas que desarrolla el Instituto Superior de Formación del Profesorado durante del año académico.

La primera serie está dedicada fundamentalmente a investigación didáctica y, en particular, a las didácticas específicas de cada disciplina; la segunda serie se dirige al análisis de la situación educativa y estudios generales, siendo esta serie el lugar donde se darán a conocer nuestros Congresos EN\_CLAVE DE CALID@D; la tercera serie, "Aula Permanente", da a conocer los distintos cursos que realizamos durante el período docente, y el contenido de los cursos de verano de carácter general, y la cuarta serie, como su nombre indica, se dedica a estudios, siempre desde la perspectiva de la educación, sobre nuestro Patrimonio.

Colección **Conocimiento Educativo**, que se identifica con el  
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Estas colecciones, como hemos señalado, tienen un carácter de difusión y extensión educativa, que prestará un servicio a la intercomunicación, como hemos dicho también, entre los docentes que desarrollan sus tareas en las distintas Comunidades y Ciudades Autónomas de nuestro Estado. Pero, también, se pretende con ellas establecer un vehículo del máximo rigor científico y académico en el que encuentren su lugar el trabajo, el estudio, la reflexión y la investigación de todo el profesorado español, de todos los niveles, sobre la problemática educativa.

Esta segunda función es singularmente importante, porque incentiva en los docentes el imprescindible objetivo investigador sobre la propia función, lo que constituye la única vía científica y, por tanto, con garantías de eficacia, para el más positivo desarrollo de la formación personal y los aprendizajes de calidad en los niños y los jóvenes españoles.

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## NORMAS DE EDICIÓN DEL INSTITUTO SUPERIOR DE FORMACIÓN DEL PROFESORADO:

- Los artículos han de ser inéditos.
- Se entregarán en papel y se añadirá una copia en disquete o CD con formato word.
- Los autores deben dar los datos personales siguientes: referencia profesional, dirección y teléfono personal y del trabajo y correo electrónico.
- Hay que huir de textos corridos y utilizar con la frecuencia adecuada, epígrafes y subepígrafes.
- Debe haber, al principio de cada artículo, un recuadro con un índice de los temas que trata el mismo, y que debe coincidir con los epígrafes y subepígrafes del apartado anterior.
- Cuando se reproduzcan textos de autores, se entrecomillarán y se pondrán en cursiva.
- Al citar un libro, siempre debe aparecer la página de la que se toma la cita, excepto si se trata de un comentario general.
- Se deben adjuntar fotografías, esquemas, trabajos de alumnos,... que ilustren o expliquen el contenido del texto.
- Al final de cada artículo, se adjuntará la lista de la bibliografía utilizada.
- La bibliografía debe ser citada de la siguiente manera: apellidos/s (con mayúsculas), coma; nombre según aparezca en el libro(en letra corriente), punto; título del libro en cursiva, punto; editorial, punto; ciudad de edición, coma y fecha de publicación, punto.

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| • Serie "Técnicas"    | Color naranja  |
| • Serie "Principios"  | Color amarillo |

La segunda colección se denomina **Conocimiento Educativo**. Con ella pretendemos difundir las investigaciones realizadas por el profesorado o grupos de profesores, el contenido de aquellos cursos de verano de carácter más general y dar a conocer aquellas acciones educativas que desarrolla el Instituto Superior de Formación del Profesorado durante el año académico.

Colección **Conocimiento Educativo**, que se identifica con el color "amarillo oficial"

- |                           |               |
|---------------------------|---------------|
| • Serie "Didáctica"       | Color azul    |
| • Serie "Situación"       | Color verde   |
| • Serie "Aula Permanente" | Color rojo    |
| • Serie "Patrimonio"      | Color violeta |

Estas colecciones tienen un carácter de difusión y extensión educativa, al servicio de la intercomunicación entre los docentes que desarrollan sus tareas en las distintas Comunidades y Ciudades Autónomas de nuestro Estado.

