

CONOCIMIENTO
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Instituto
Superior de
Formación del
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**ORIENTACIONES
PARA EL DESARROLLO
DEL CURRÍCULO
INTEGRADO
HISPANO-BRITÁNICO
EN EDUCACIÓN
INFANTIL**

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



MINISTERIO
DE EDUCACIÓN
Y CIENCIA



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**ORIENTACIONES PARA EL DESARROLLO
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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 Infantil. 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 Infantil.

Autores:

AGUDO, M^a Teresa: CP Félix Rodríguez de la Fuente. Coslada (Madrid)

GONZÁLEZ, Rosa: CP José Bergamín. Boadilla del Monte (Madrid)

HILL, Esther: CP José Bergamín. Boadilla del Monte (Madrid)

JUSTO, M^a Antonia: CP San Juan Bautista. Madrid

KELLY, Rachel: CP Julio Pinto Gómez. Tres Cantos (Madrid)

LOCKE, Margaret: CP Julio Pinto Gómez. Tres Cantos (Madrid)

MEDRANO, M^a Pilar: Asesora Técnico Docente. Instituto Superior de Formación del Profesorado, M.E.C.

REILLY, Teresa: Bi-lingual Project Manager. British Council, Madrid

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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 aprendizaje a través del inglés. Este enfoque integrado coincide plenamente con el espíritu de las directivas del Consejo de Europa, 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 resultados del programa obtenidos 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 del momento en que han de ser impartidos.
- Una definición de los criterios de evaluación al final de la etapa de Educación Infantil, así como al final de cada uno de los ciclos de Primaria (segundo, cuarto y sexto curso de Primaria) 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, 2 de Mayo de 2000) 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 y línea de trabajo

- 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, uno por parte del M.E.C. y otro por parte del British Council.

- 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 (tal y como se ha mencionado) que fuera ratificado por la Comisión de Seguimiento en junio de 2002; a esto seguiría la elaboración de un documento para el nivel de Primaria en septiembre de 2002.
- El grupo de trabajo examinó los contenidos, enfoques, niveles de consecución, instrumentos de evaluación, recursos, organización del tiempo, coordinación y roles de los profesores, en 29 de los 44 colegios que forman parte del proyecto.
- Asimismo, en el periodo de noviembre 2001 a marzo 2002 el grupo visitó 10 colegios del proyecto con el fin de obtener una visión más profunda de los aspectos mencionados.
- El resultado del análisis de toda la información, documentación y observaciones prácticas recopiladas constituye la base de este documento.
- Las orientaciones para Educación Infantil se han desarrollado a partir de las siguientes directrices:
 - Objetivos y contenidos:
 - Comprensión y expresión oral.
 - Lectura y escritura.
 - Habilidades numéricas
 - Conocimiento del entorno social y natural.
 - Enseñanza a través de temas.
 - Desarrollo de habilidades sociales.
 - Propuesta de desarrollo de una unidad temática.
 - Niveles de consecución al final de Infantil.
 - Recursos útiles.

1.4. Enfoque adoptado para Educación Infantil

Las orientaciones en inglés para los tres años de Educación Infantil están íntimamente relacionadas con el currículo en español para este nivel. El enfoque está dirigido al desarrollo integral del niño a través de un currículo que tiene en cuenta su desarrollo físico, intelectual, afectivo, social y moral,

tanto como individuo, como en el contexto de su entorno inmediato. La adquisición de la lengua, las habilidades numéricas, la lectura, la escritura etc., ya sea en la lengua materna o en inglés, se hace, sobre todo, basándose en temas, teniendo en cuenta lo tratado anteriormente dentro de cada tema y a lo largo de los tres años.

1.5. El papel de los profesores en el proyecto

Aunque los temas de trabajo y la metodología utilizada en la enseñanza del idioma reflejan, con bastante exactitud, los contenidos y el enfoque del currículo español para estos tres años, esto no significa en absoluto que se tengan que cubrir conceptos idénticos al mismo tiempo en ambos idiomas. El tutor español y el profesor del proyecto deberán planificar las clases conjuntamente para asegurarse de que se imparten y se comprenden los conceptos en ambos idiomas.

Es importante que tanto el profesor de inglés como el tutor español entiendan que el profesor del proyecto hablará en inglés con los niños y que no es necesario que el profesor español traduzca lo que se dice, o "explique" en español lo que se ha dicho. Sin embargo, como el profesor español normalmente estará presente en el aula, al menos durante el primer año de Educación Infantil, el profesor de inglés deberá aprovechar la circunstancia para explicarle de antemano en qué consiste la clase y qué dificultades podrían presentarse. De esta manera, el profesor español puede ayudar a los niños que estén teniendo dificultades, que sean nuevos o que hayan estado ausentes y necesiten ayuda especial de forma temporal. Cuando los niños estén trabajando en grupos, particularmente durante las clases de educación plástica, el profesor tutor español debería estar disponible para apoyar en lo que sea necesario a su compañero de inglés: disponer de dos adultos en un aula es un lujo que ha de aprovecharse al máximo. Además, el profesor del proyecto deberá observar las rutinas de clase establecidas por el tutor, porque, de este modo, contribuirá a que los niños se sientan más seguros, así como a crear situaciones comunicativas positivas.

1.6. El desarrollo lingüístico en los niños

En los primeros años, los niños demostrarán su comprensión en inglés fundamentalmente a través de respuestas no verbales (respuestas físicas a canciones, juegos, cuentos, respuestas creativas a través de las actividades artísticas manuales, expresiones de alegría provocadas por cuentos, canciones, etc). La comprensión se demostrará también a través de la respuesta verbal en español y a través de la repetición en inglés de sencillas expresiones de uso

cotidiano, especialmente de las que tengan que ver con las rutinas del aula. Gradualmente, hacia el final de la etapa, los niños empezarán a experimentar con una mezcla de inglés y español y a utilizar esta mezcla junto con respuestas no verbales para hacerse entender. Aunque no debe subestimarse el tiempo requerido para que los niños asimilen el idioma, es recomendable también animar a los alumnos a que respondan oralmente y "produzcan" lenguaje ya en la etapa de Infantil. Sin embargo, es importante recalcar que no debe ejercerse una presión excesiva sobre ellos para que hablen, respetándose la madurez y el ritmo de desarrollo de cada niño individualmente.

1.7. Introducción a las habilidades de lectura y escritura

En la etapa de Educación Infantil se inicia el aprendizaje de las técnicas de la lectura y la escritura. Este aprendizaje se realiza en situaciones de comunicación. La introducción de la lecto-escritura en lengua inglesa se apoya en los siguientes puntos:

- Aprender a leer y a escribir en inglés es un proceso más largo y más complicado en inglés que en español: empezar pronto es esencial para dejar tiempo a que los niños se conviertan en lectores capaces y en escritores creativos.
- Las ventajas de empezar pronto a adquirir el idioma oralmente son mayores si se acompañan de una introducción informal de la palabra escrita a través de un contexto significativo, utilizando *Big Books* (de ficción y de información), carteles en el aula, exposiciones de clase y una introducción temprana a fonemas sencillos.
- El lenguaje oral y el lenguaje escrito varían mucho y se ha demostrado que exponer a los niños a los dos a la vez les ayuda a percibir estas diferencias de forma positiva desde el principio.

La pregunta acerca de qué tipo de letra usar (cursiva en español o "print" en inglés) la decidirá cada colegio, y no suele ser un problema. Los niños parecen adaptarse satisfactoriamente a cualquier sistema que se utilice.

1.8. Evaluación formal e informal

Los colegios, profesores y padres tienen necesidad de saber qué tipo de progresos hacen los niños, de manera que debería tenderse hacia una evaluación continua no discriminatoria.

En muchos colegios se ha observado que las evaluaciones informales y los informes enviados a los padres se basan sobre todo en la adquisición de vocabulario, corrección lingüística y afirmaciones acerca de lo que los niños "pueden decir" (por ejemplo, el niño A puede decir tres colores en inglés; el niño B puede decir los nombres de 5 colores en inglés). Sin embargo, la evaluación informal es más informativa si se centra en los objetivos que este documento incluye. Estos objetivos y contenidos resumen lo que la mayoría de los niños habrán logrado o adquirido al final del nivel.

La evaluación continua informal debería centrarse también en el desarrollo de las habilidades sociales del niño tal y como detalla este documento.

1.9. Conclusiones y recomendaciones

1. El proyecto funciona mucho mejor en aquellos centros en los que se considera un proyecto **de centro**, un proyecto integrado en todos los sentidos del término: esto significa que **la planificación y la coordinación entre los profesores españoles y los profesores del proyecto de cada clase son esenciales**. Cuando ambos trabajan juntos, se ha demostrado claramente que los niños se benefician de la experiencia en ambos idiomas.
2. También es esencial **la planificación entre los cursos y entre los niveles de Infantil y Primaria**. Sin este énfasis en la continuidad los niños progresarán a un ritmo más lento y será más difícil medir sus progresos.
3. Es importante haber **cubierto todas las materias y conceptos de representación numérica, lecto-escritura y convivencia con los demás y descubrimiento del entorno** (*Knowledge and Understanding of the World*) al final del nivel de Infantil, según se describe en este documento.
4. Todos los niños **deberán ser evaluados al final del nivel según los objetivos** descritos en este documento. Si estos objetivos no se estuvieran logrando, el centro debería examinar los siguientes puntos:
 - a) El número de horas dedicadas al inglés cada semana.
 - b) El enfoque metodológico y la utilización de los recursos.
 - c) La coordinación entre los profesores y la continuidad del proyecto.
 - d) La necesidad de enfrentar a los niños a retos mayores y de elevar el nivel y las expectativas.

5. Aunque este documento insiste en que se cubran los contenidos básicos, no es necesario que los colegios/grupos se ciñan sólo y exclusivamente a éste. Los profesores que ya estén logrando estos objetivos podrían **ampliar el marco básico** para que se adapte a las circunstancias particulares de su colegio o de su aula.

2. EL CURRÍCULUM INTEGRADO EN LA ETAPA DE EDUCACIÓN INFANTIL.

2.1. La enseñanza a través de temas

Es esencial valorar la importancia del desarrollo integral del niño, es decir:

- su desarrollo cognitivo,
- su desarrollo físico,
- su desarrollo emocional,
- su desarrollo social.

Del mismo modo que los educadores en su lengua materna planifican, imparten y evalúan la docencia y el aprendizaje en relación con el desarrollo total del niño, los profesores del proyecto también deben hacerlo. Para responder a las necesidades de los niños es por tanto vital planificar y llevar a cabo actividades de aprendizaje que permitan al niño desarrollarse en todos estos aspectos.

Es importante recordar que se trata de *enseñar en inglés*, y no enseñar inglés. Los niños de este proyecto bilingüe entran en un entorno donde se utilizan el español y el inglés y se van acostumbrando a escuchar la lengua inglesa de manera natural empezando a adquirir comprensión de este idioma. De la misma manera que adquirieron su lengua materna, a medida que avanza su entendimiento, empiezan a utilizar el idioma; al principio con palabras sueltas, luego con grupos de palabras hasta que, pasado un tiempo, empiezan a construir frases completas. Esto lleva tiempo, pero para lograrlo se debe utilizar el idioma inglés de una forma natural; y así asegurarse de que los niños no aprenden sólo listas de vocabulario, sino que aprenden a manejar un lenguaje real con un significado.

Para hacer esto de forma eficaz es necesario crear un entorno estimulante relacionado con sus propios intereses y necesidades. Este entorno debe proporcionar oportunidades para que los alumnos se desarrollen en todos los aspectos.

Los *temas (topics)* constituyen un medio ideal desde el cual trabajar, dado que proporcionan oportunidades para que los niños:

- desarrollen su conocimiento y comprensión del mundo;

- comprendan nuevos conceptos en un contexto significativo;
- se desarrollen social, emocional, física y cognitivamente a través del aprendizaje de todos los ámbitos de conocimiento y experiencia.

Los temas que parecen más significativos y estimulantes para los niños pequeños son:

- Yo mismo.
- Voy al colegio.
- Nuestras casas y nuestras familias.
- La gente que nos ayuda.
- Vamos a comprar comida.
- Transporte.
- Festividades.
- Las estaciones.
- Animales.
- Cuentos tradicionales.

Los niños pueden aprender trabajando con estos temas y centrándose en aspectos diferentes cada vez más amplios dentro de la etapa de Infantil. De esta forma se desarrolla el conocimiento y la comprensión del mundo que les rodea. (La versión en inglés de este documento incluye información detallada sobre cada uno de estos temas).

2.2. El desarrollo de las habilidades sociales

El desarrollo de las habilidades sociales es una parte integral de la rutina diaria de los niños en la etapa de Educación Infantil. Éstas ya se han estudiado como parte del currículo español y deberían incluirse en la planificación de las actividades docentes y de los temas en inglés. Aspectos particulares se tratan a través de las diferentes áreas de contenidos. (La versión en inglés del documento incluye una lista de habilidades sociales y su desarrollo).

2.3. El desarrollo de la lectura y la escritura en la etapa de Educación Infantil

- En la etapa de Educación Infantil el énfasis a la hora de leer y escribir se pondrá siempre en ayudar a los niños a convertirse en lectores y escritores entusiastas, ayudándoles a leer y a disfrutar de libros "de verdad". Al mismo tiempo, desde el principio se introduce a los niños en una serie de estrategias de pre-lectura y primera lectura que les ayu-

den a entender lo que leen para que gradualmente puedan leer con fluidez, corrección y comprensión, pero sobre todo disfrutando.

- La capacidad de leer y escribir es mucho más que haber aprendido la mecánica de la lectura y la escritura: proporciona mayores posibilidades de sobrevivir en el idioma y es fuente de autoestima, identidad y empatía emocional e intelectual. Leer y escribir permite el acceso a cuentos y otros materiales que forman y desarrollan el pensamiento y ayudan a los niños a desarrollar conceptos. La capacidad de leer y escribir en dos idiomas les da acceso a mundos culturales y sociales diferentes y variados. Además, a medida que crece la confianza de los niños en su capacidad lectora, sus conocimientos y su control sobre el lenguaje, éste se hace cada vez más individual y personal.
- Ser capaz de leer y escribir con fluidez y disfrute en inglés es una habilidad que necesita desarrollarse a lo largo de toda la Educación Infantil y Primaria y con vistas a la Educación Secundaria, y las estrategias de éxito deben establecerse como parte del currículo desde el principio. La enseñanza de la lecto-escritura debería asegurar que las cuatro destrezas (hablar, escuchar, leer y escribir) se practiquen de forma integrada, y que la adquisición de habilidades orales sea la base de la lectura y la escritura, especialmente en estos primeros años. Libros y materiales de ficción e información deberían adaptarse a partir de las áreas de contenidos.
- Los niños pequeños necesitan saber que se puede extraer información y placer de los libros. Hay que crear un rincón de lectura (*book corner*) cómodo y atractivo donde:
 - El profesor lee y cuenta cuentos a los niños desde el principio; elige libros que llamen la atención visualmente, o libros con ilustraciones troqueladas y/o libros que tengan un final divertido o inesperado. Hay que utilizar también, desde el principio, libros de información además de los de ficción. También habría que utilizar libros de temas conocidos.
 - Se anima a los niños a hablar de los textos, de autores conocidos o favoritos, de los componentes del texto y de las ilustraciones.
 - Los niños participan en la lectura del texto, en contar la historia o representarla con marionetas y otras ayudas.
 - Los niños pueden mirar los textos individualmente o con compañeros.
- Hay que leer y contar cuentos todos los días, seleccionando libros con rimas, ritmo y repeticiones. Se deben dejar estos libros en el rincón de lectura para que los niños puedan leerlos por su cuenta.

- Es importante :
 - Utilizar libros que incluyan canciones y poemas rimados para desarrollar habilidades secuenciales y para predecir la rima a nivel oral.
 - Involucrar a los niños en la creación de libros de clase para tenerlos en el rincón de lectura o para llevarlos a casa.
 - Enseñar a los niños a tratar los libros con cuidado, respeto y cariño.
 - Demostrar, al leer con los alumnos, que la direccionalidad es de izquierda a derecha, señalando la palabra específica que se esté leyendo para que sepan cuándo empieza una palabra y cuándo termina ésta.
 - Animarles a señalar palabras del texto para controlar su comprensión.

- Es necesario que los niños estén rodeados de textos escritos para ayudarles a relacionar texto con significado; por eso es conveniente:
 - Señalizar zonas del aula con texto y con dibujos (nuestro rincón de arte, nuestro rincón de lectura, biblioteca...).
 - Carteles, tarjetas con los nombres y anuncios pueden escribirse y leerse en alto mientras los niños miran.
 - Exponer los cuadros (de asistencia, cumpleaños, familias, información personal), pues proporcionan oportunidades a los niños de identificar y reconocer sus propios nombres y los nombres de sus compañeros.
 - Involucrar a los niños, todos los días, en el proceso de registrar y representar el tiempo que hace y el día de la semana que es.
 - Colocar muestras del trabajo de los niños con títulos y explicaciones.
 - Poner en clase fotografías de los niños participando en actividades junto con un sencillo texto. Si es posible, crear un texto con repeticiones y rima, leerlo con los niños y utilizarlo como un punto de partida para hablar.
 - Asegurarse de que los carteles estén colgados a una altura adecuada para ellos.

- Debemos proporcionar oportunidades para que los niños desarrollen su conciencia de los fonemas. Una forma de hacerlo sería introducir los sonidos consonantes iniciales y luego el sonido consonante final. En este nivel el énfasis debería recaer sobre el **sonido de la letra**, no sobre el nombre que la letra tiene en el alfabeto. Los fonemas deberían presentarse de un modo atractivo.
Actividades de aprendizaje apropiadas podrían ser las siguientes:

- Usar cajas de sonidos con las que los niños puedan descubrir objetos que empiecen por ese sonido.
 - Elegir un cuento que esté relacionado con un objeto de la caja de sonidos.
 - Crear tarjetas lavables de letras para calcar.
 - Ofrecer juegos para ordenar y buscar parejas.
 - Crear una caja de sonidos de clase con palabras y dibujos.
 - Inventar un cuento y pedir a los niños que escuchen para reconocer palabras que comiencen con el sonido, y respondan adecuadamente.
 - Utilizar trabalenguas o rimas que contengan una letra o un sonido que se repita.
 - Aumentar en los niños la conciencia del mundo de sonidos que hay a su alrededor escuchando instrumentos y distinguiendo entre los sonidos que hacen: añadir percusión corporal a las canciones y las rimas, cambiando el sonido con cada frase y oración nueva.
 - Explorar distintas formas de hablar (rugiendo, susurrando) y cuándo es apropiada cada manera de hablar.
 - Explorar sonidos extraños que los niños hacen dependiendo de la situación, por ejemplo bajando por un tobogán: WHEEEEE!
 - Trabajar con rimas, jugar a encontrar el elemento extraño o cambiar el final de una rima tradicional para ver si los niños se dan cuenta.
- El profesor animará a los alumnos a experimentar con la escritura creativa en inglés, incluso si los primeros esfuerzos son difíciles de entender. En este sentido es conveniente usar lo que los niños escriben como forma de diagnosticar el desarrollo individual de su lecto-escritura y para ayudarles a "corregir" su trabajo. Asimismo, se puede usar la estrategia del "profesor como escriba", tanto como modelo en sesiones con toda la clase como modelo para que los niños copien en sus dibujos, carteles, etc.

2.4. Objetivos y contenidos en el área de representación numérica

El objetivo global de los años de Educación Infantil es desarrollar en los niños el conocimiento y la comprensión de las habilidades numéricas y ayudarles a entender su relevancia para la vida diaria, tanto en inglés como en español.

El desarrollo de las habilidades numéricas en el aula infantil se considera generalmente parte del desarrollo global del niño. Como tal, se introducen, practican y repasan conceptos a lo largo del año y luego se reciclan y se

fortalecen durante los tres años del nivel. Los objetivos y contenidos se incluirán por tanto en los distintos temas y se enseñarán a través de actividades continuadas de *Total Physical Response*, canciones, rimas, cuentos, juegos de encontrar pareja y de secuencia, y otras tareas de lenguaje y lectura y escritura. (La versión en inglés del documento incluye información detallada sobre este punto).

2.5. *Objetivos y contenidos en el área de convivencia con los demás y descubrimiento del entorno*

El objetivo global de la etapa de Infantil es ayudar a los niños a observar, explorar y comenzar a hacer preguntas acerca de las cosas vivas, los materiales y los fenómenos.

Estos conceptos e ideas deberían desarrollarse a través de rutinas diarias, actividades cotidianas y a través de las distintas áreas temáticas. Deberíamos tener en cuenta que los niños están adquiriendo el idioma al utilizarse de forma natural en el entorno escolar y que su comprensión en inglés será con frecuencia mayor de lo que se detalla aquí. (La versión en inglés del documento incluye información detallada para este punto).

2.6. *La unidad temática en la etapa de Educación Infantil: una propuesta*

Hemos seleccionado una de las áreas temáticas (primavera) y demostrado cómo una serie de aspectos esenciales en la etapa de Educación Infantil (habilidades sociales, desarrollo de la lectura y la escritura, representación numérica y convivencia con los demás y descubrimiento del entorno) se vinculan en las programaciones. Lo que sigue es una propuesta de desarrollo según los objetivos de cada curso, controlando cuidadosamente qué se imparte para asegurar la continuidad dentro de la etapa y la información para futuros profesores. El área de Expresión Artística se ha incorporado a las programaciones a través de las actividades adecuadas. (La versión en inglés del documento incluye tres programaciones.)

2.7. *Grado de consecución de los objetivos en la etapa de Educación Infantil*

Los objetivos descritos para el final de la etapa de Infantil pertenecen a las siguientes áreas:

- Desarrollo del lenguaje y de las habilidades comunicativas (comprensión y expresión oral y lectura y escritura).
- Representación numérica.
- Convivencia con los demás y descubrimiento del entorno.

Se han descrito tres bandas en la consecución de los objetivos propuestos al finalizar esta etapa. Una estimación aproximada del porcentaje de alumnos dentro del grupo-clase en cada banda sería:

- Banda o grado 1: 10%
- Banda o grado 2: 70%
- Banda o grado 3: 20%

Si no se alcanzara esta estimación, habría que estudiar:

- a) El número de horas a la semana que se dedican a enseñar contenidos a través del inglés.
- b) El enfoque y la metodología usados y utilización de los recursos.
- c) La coordinación y continuidad del proyecto.
- d) La necesidad de ofrecer a los niños mayores retos y subir los niveles y las expectativas.

2.8. Recursos

Los recursos incluyen varias colecciones de canciones y rimas tradicionales disponibles comercialmente. De esta forma, los profesores aprenden canciones nuevas, ya que la melodía, las letras y las acciones necesitan ser bien estudiadas antes de utilizarse eficazmente con una clase. La mayoría de las cintas van demasiado rápido para cantarlas con los niños; aparte de algunas excepciones como "Super Songs" (editadas por OUP). Muchos profesores se inventan canciones y rimas para utilizarlas con cuentos y con rutinas de aula cotidianas y tienen una canción para cada ocasión (para describir el tiempo que hace o la ropa que los niños llevan). También se pueden usar para dar instrucciones de forma alegre: "ordenad vuestras cosas" "lavaos las manos" o "tira el papel en la papelera". Estas canciones se adaptan a melodías conocidas. La instrucción "todos a sentarse" puede ir acompañada de la melodía de "London Bridge". Como las canciones y las rimas a menudo son inventadas, no se incluyen en la sección de recursos. Son sin embargo una parte importante de cualquier sesión en esta etapa.

Finalmente, es importante mantener los recursos al día, siendo ésta una responsabilidad tanto individual como colectiva. (La versión en inglés del documento incluye un listado de recursos útiles para el profesorado organizado por temas.)

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1. INTRODUCTION

1.1 Project background and objectives

The MEC/British Council 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 are in secondary.

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 bilingual, bi-cultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and 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 learning content of the infant/primary curriculum through English. This 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.
- If 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 at 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 of them 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 29 infant schools in the project on contents, approaches, 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 10 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.
- The guidelines for the infant stage have been developed along the following lines:
 - Teaching through topics.
 - Development of social skills.
 - Concepts and targets:
 - understanding and speaking
 - literacy: reading and writing
 - mathematical concepts
 - knowledge and understanding of the world.
 - Drawing the strands together in a topic web.
 - A sample lesson from the topic web.
 - Attainment levels at the end of the infant cycle.
 - Useful resources.

1.5 Methodological approach to teaching throughout the infant cycle

The guidelines in English for the 3 years of the Infant cycle are closely related to the curriculum in Spanish for this cycle.

The focus is on the development of the whole child through a curriculum which considers the physical, cognitive, social, emotional and

cultural development of each individual in the context of the immediate society in which the child lives, i.e. the school and his/her environment. The acquisition of language and the development of number, literacy and science skills, whether in Spanish or English, is largely through a topic-based approach. This takes into account the development of the whole child through each topic and builds on that throughout the three years of the infant cycle.

These guidelines are intended to provide a **working document** for all teachers of English involved in the project. Any changes to the Spanish National Curriculum will inevitably be reflected in changes to the guidelines.

1.6 Roles of teachers in the project

Though the topics described below and the global approach to teaching in English reflect the topics and approach in the Spanish curriculum for these three years, this does not mean that identical concepts are necessarily covered at the same time in both languages. Clearly, the Spanish class teacher and the project teacher must plan closely together to ensure that the concepts are covered and understood in both languages.

It is essential that both the project teacher and the Spanish class teacher understand that the former will speak in English to the children and that there is no need for the Spanish teacher to provide a translation of what is being said, or to "explain" in Spanish what has been said. However, as the Spanish teacher will **normally** be present at least during the first year of *infantil* the project teacher should take advantage, where possible, of his/her presence to explain beforehand what the lesson involves and of any perceived difficulties. In this way, the Spanish teacher can quietly support children who are having difficulties, who may be new to the class, or have been absent and who may require some extra temporary help. This support does not necessarily need to be given in English.

When the children are working in groups, particularly in art and craft sessions, the Spanish teacher should be available to support the project teacher as necessary: two adults in a class is a luxury which should be maximised as much as possible.

The project teacher should observe class routines established by the class teacher, as following these will help the children feel more secure and will create opportunities for positive communication.

1.7 Children's language development

In the initial stages, the children's understanding of English will largely be demonstrated through non-verbal response to the language input (physical response to songs, games, stories, creative response through art and craft activities, expressions of pleasure arising from stories, songs etc.).

Understanding will also be demonstrated through verbal response in Spanish, through repetition in English of "chunks" of familiar language, especially language involving classroom routines.

Gradually, towards the end of the three years the children will begin to experiment with a mixture of English and Spanish and use this with non-verbal response to get their message across.

While the time required for children to assimilate the language should not be underestimated, it is also advisable to encourage pupils to respond orally and "create" language while still in the infant stage. However, undue pressure to produce language should not be put on the children and the maturity and pace of development of each individual child should be respected.

1.8 Introducing literacy skills: "real" reading and writing

There are good reasons for introducing pre-reading, reading and writing skills in English while the children are still in the infant class:

- Learning to read and write in English is a longer more complex process than in Spanish, therefore, an early start is essential to allow time for the children to become fluent readers and creative writers.
- The advantages to an early start to acquiring the language orally are greater if this is accompanied by an informal introduction to the written word through a meaningful context. The use of fiction and non-fiction Big Books, classroom labels, classroom exhibitions and a focus on basic phonics is to be encouraged.
- The spoken language and the written language vary enormously and it has been demonstrated that exposure to both together helps the children perceive these differences positively from the start.

The question of which script to use (Spanish cursive or English print) is one which has been left to each school to resolve and is rarely an issue. The children seem to be able to adapt satisfactorily to whichever system is used.

1.9 Informal and formal assessment

Schools, teachers and parents are anxious to know what kind of progress the children are making. Throughout the three years there should be a focus on on-going informal assessment.

Evidence collected from many of the schools suggests that informal assessments and reports sent to parents are based mainly on vocabulary acquisition, language accuracy and "can do" statements (e.g. child A can say the name of 3 colours in English. Child B can say the name of 5 colours in English). However informal assessment is more informative if it focuses on the **concepts and targets** for each area as described in this document (pages 36 to 43). These summarise what the majority of the children will have achieved or acquired by the end of the cycle. More formal assessment should focus on the **Attainment Targets** for the end of the three-year cycle (page 55).

Informal on-going assessment should also focus on the development of the children's social skills as detailed in this document on page 33.

1.10 Conclusions and recommendations

1. The project is far less successful where it is regarded as an "English" project in a Spanish school. It is an integrated project in every sense of the word. This means that **planning and co-ordination between the Spanish teachers and the English teachers within each class is essential**. Where the two work together, it has clearly been demonstrated that the children are benefiting from the experience in both languages.
2. What is also essential is the planning between years and between the transition stage of infant and primary. Without this focus on continuity the children will progress at a slower rate and their rate of progress will be more difficult to measure.
3. It is essential to have covered all topics detailed here as well as concepts in numeracy, literacy and knowledge and understanding of the world by the end of the infant cycle to the standards as described in the guidelines.
4. All children at the end of the cycle should be assessed on the attainment targets as described in these guidelines and unless there are extenuating circumstances there should be a clear picture for each class of approximately

10% at band 1,
70% at band 2
20% at band 3

for each of the attainment targets. If these targets are not being achieved then this should lead the school to examine:

- a) the number of hours being spent on English per week,
- b) the approach and use of resources,
- c) the co-ordination and continuity within and between levels,
- d) the need to challenge children more and raise standards and expectations.

5. Though the guidelines insist on core contents being covered and objectives met, there is no need for schools to remain solely within these guidelines. Teachers who are already achieving these targets may wish to **extend the core contents** to suit their individual school/class circumstances.

2. TEACHING THROUGH TOPICS

It is essential to value the importance of the development of the whole child. i.e.

- cognitive development
- physical development
- emotional development
- social development

Just as their teachers in their mother tongue plan, implement and evaluate the teaching and learning in relation to the development of the whole child, so must the teachers in the project. To meet the needs of the children it is therefore vital to plan and implement learning activities which allow each child to develop in all these aspects.

It is important to remember that we are **teaching contents in English** as opposed to Teaching English as a Foreign Language (TEFL). The children in the bilingual project enter an environment where Spanish and English are used and, although they may not have encountered English before coming to school, they become accustomed to hearing English used in a natural way and begin to acquire an understanding of the language. Just as they acquired their mother tongue so as their understanding develops, they begin to use English; first with single words, then a few words together until over time they begin to create complete sentences. This takes time, but to achieve this we must use the English language in a natural way to ensure that

children are not just learning lists of vocabulary, but learning to cope with chunks of language.

To do this effectively we must create a motivating environment in which the children learn. This environment should provide opportunities for them to develop in all aspects of the whole child. Providing a stimulating context related to the child's interests and needs is important for motivation.

Topics give an ideal context from which to work as they provide an opportunity for children to:

- develop their knowledge and understanding of the world;
- understand new concepts in a meaningful context;
- develop socially, emotionally, physically and cognitively through the teaching of all curricular areas.

Topics that would appear to be meaningful and motivating for young children are:

- Myself
- I go to school
- Our homes and families
- People who help us
- We go shopping for food
- Transport
- Festivals
- Summer
- Autumn
- Winter
- Spring
- Animals
- Traditional Fairytales

The children may learn in the context of some of these topics every year in the infant cycle, focussing on different aspects each time, so as to develop a knowledge and understanding of the world around them. The following information details the concepts that the children should have grasped and the awareness and understanding that they should have gained by the end of the Infant cycle.

By the end of the Infant cycle the majority of the children should have developed an awareness and understanding of the following:



Myself

- The main parts of their body and how they can use them.
- The change in their body and abilities from birth until now.
- The similarities and differences between boys and girls.
- The five senses.
- The basic needs of the human body and how the daily routine caters for these.
- Their emotions and how these can be expressed.



I go to school

- The different areas within the school and their purposes.
- The people who work in the school and their function.
- The sequence of the daily school routines.
- Positive behaviour patterns appropriate to the school environment.
- The importance of shared and individual responsibilities in the class and school environment.
- The cultural similarities and differences in traditional playground and classroom games.



Our homes and Families

- The similarities and differences of family units.
- Similarities and differences of roles adopted by different family members, avoiding stereotypes.
- The different types of homes that families live in.
- How we use different parts of our home for daily routines of family life.
- Their own emotions in different family situations.
- Safety in the home.



People who help us

- The people in their environment who play an important role in helping them and others.
- The types of clothing associated with different occupations and the reasons for different dress codes i.e. safety/recognition/hygiene.
- The work places associated with different occupations.
- Procedures of how to contact the emergency services.



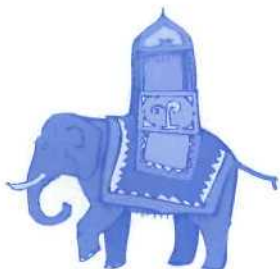
We go shopping for food

- The similarities and differences between different types of places to shop i.e. supermarket/market/small specialist shops.
- The sequence of events to select and buy products in a variety of shopping environments.
- Classification of foods, i.e. fruit/vegetable/meat.
- The source of different foods.
- Good personal hygiene before, during and after eating.
- Healthy eating habits.



Transport

- The principal modes of transport.
- The similarities and differences between the different kinds of transport, i.e. air/road/rail/water; size/speed.
- Our purposes and appropriateness for using specific transport.
- The significance of some traffic signs in the environment.
- Road safety rules.



Festivals

- Festivals as special days celebrated in their own culture and other cultures.
- How certain festivals are celebrated in another culture, e.g. Christmas, Hallowe'en, Diwali, Ramadan.
- The images associated with different festivals. e.g. Santa Claus with Christmas.
- At what times of the year certain festivals occur.



Summer

- The position of summer in the calendar.
- The months that make up summer.
- The type of weather expected in summer.
- Activities unique to summer.
- The benefits and dangers of the sun.
- How to keep healthy in summer i.e. dressing appropriately, eating and drinking to prevent dehydration, protecting our skin.
- The colours associated with heat.



Autumn

- The position of autumn in the calendar.
- The months that make up autumn.
- The variety of weather patterns in autumn.
- The habits of woodland animals in autumn.
- The lifecycle of a tree.
- The colours associated with autumn.



Winter

- The position of winter in the calendar.
- The months that make up winter.
- The types of weather expected in winter.
- Activities unique to winter.
- How to keep healthy in winter i.e. dressing appropriately, eating well, protecting our skin.
- The colours associated with the cold.



Spring

- The position of spring in the calendar.
- The months that make up spring.
- The typical weather patterns in spring.
- The lifecycles of plants.
- The lifecycles of animals i.e. caterpillar to butterfly, tadpole to frog.



Animals

- The classification of the main groups of animals.
- The similarities and differences between domestic and wild animals.
- The habitats of different types of animals.
- Basic characteristics of animals which adapt them to their habitats.
- Lifecycles of some animals i.e. tadpole to frog, caterpillar to butterfly.
- How to handle and care for domestic animals.
- Personal hygiene when handling animals.



Traditional Stories and Fairytales

- The different ways in which a fairytale can be told, i.e. book, puppets, acting out.
- The stages of a story.
- The difference between reality and fantasy.
- The similarities and differences between characters in the stories.
- The feelings and emotions of characters and how we can empathise with them.
- The cultural similarities and differences in traditional fairytales and stories (e.g. The Gingerbread Man/El niño de mazapán).
- Reading is enjoyable.

3. DEVELOPING SOCIAL SKILLS

Desirable outcomes

The development of social skills is an essential part of the daily routine in Infants. These are already taught as an integral part of the Spanish curriculum and should be included in classroom planning for the English part of the curriculum. Particular aspects are concentrated on through different topic areas. The objectives here are expressed as desirable outcomes and should form part of the teacher's ongoing assessment of each child.

By the end of Infants the children should be aware of, or be able to do the following:

Class routines

- ✓ Enjoy participating in a story
- ✓ Enjoy listening to each other in the group situation.
- ✓ Show a willingness to tidy up and pleasure in helping.
- ✓ Participate in class routines in a quiet, controlled manner.
- ✓ Realise the importance of switching off lights, turning off taps, flushing the toilet, putting paper in the bin, etc.

Greetings and goodbyes

- ✓ Say good morning, good afternoon, hello and goodbye.
- ✓ How are you? Fine, thank you.

Feelings

- ✓ Express feelings: happy, sad, cross, angry, hungry, frightened, scared, surprised, shy.
- ✓ Express love for family and affection.
- ✓ Value the friendship and help of others.
- ✓ Have positive self-esteem, actively participate in class and enjoy seeing displays of their own work and that of their peers.
- ✓ Play different roles and express emotions using dramatisation (puppets, soft toys...).
- ✓ Participate with pleasure at parties and celebrations.

Personal hygiene and health

- ✓ Understand and respect dining-room rules like: "Wash your hands before you eat", "Brush your teeth after eating".
- ✓ Understand that sweets cause tooth decay.
- ✓ Have an awareness of the importance of a balanced diet.
- ✓ Enjoy eating fruit.
- ✓ Realise the importance of protection from the sun in summer and the cold in winter.
- ✓ Understand daily routines related to hygiene and dress.
- ✓ Be able to dress and undress themselves.

Behaviour patterns

- ✓ Understand and respect dining-room rules like "Don't throw food", "Don't annoy your friends when they are eating".
- ✓ Take pleasure in listening.
- ✓ Learn to choose and make thoughtful decisions.
- ✓ Say "please", "thank you", and "sorry".
- ✓ Promote positive behaviour patterns in the school, in the classroom and in the playground.
- ✓ Accept the concept of losing/winning when playing a game.
- ✓ Recognise difference between people, avoid discrimination.
- ✓ Have developed a helpful and co-operative attitude during playing time.

- ✓ Promote basic organisational habits: constancy, attention, effort, initiative, etc.
- ✓ Be aware of the importance of a job well done, and be able to take on board the idea that correcting errors is part of "doing something better".
- ✓ Appreciate clean and tidy surroundings.

Sharing and participating

- ✓ Realise that the classroom equipment belongs to everyone.
- ✓ Share classroom equipment, and take turns to use things.
- ✓ Enjoy tidying up, and know where to put things.
- ✓ Help in class and in the home, i.e. set the table at home, have class monitors.
- ✓ Be interested in contributing towards a frieze, decorating the class for Festivals, collecting items for a display, bringing things from home.
- ✓ Take pleasure in giving presents (birthday, Christmas) and giving thanks.
- ✓ Take turns and follow the rules in a game.
- ✓ Enjoy celebrations and parties.

Showing respect

For people:

- ✓ Respect the equality of boys and girls, understand the importance of avoiding sexist stereotypes in games, songs, classroom activities, stories and use of language.
- ✓ Realise the importance of taking it in turns to speak.
- ✓ Have an appreciation of people who help us in our daily lives.
- ✓ Show an interest in other places, cultures and people speaking other languages.
- ✓ Have respect for other people's personal space.

For things:

- ✓ Take care of classroom equipment.
- ✓ Use different areas of the classroom correctly.

For the environment:

- ✓ Appreciate plants and animals.
- ✓ Be interested in looking after plants and animals.
- ✓ Show curiosity about the immediate environment.
- ✓ Know about traditions such as Christmas and other festivities.
- ✓ Have an awareness of road safety.

4. LITERACY SKILLS

4.1 *The development of literacy skills in the infant years*

- Literacy is much more than just the teaching of the mechanics of reading and writing. 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 intellectual and emotional empathy. Literacy enables access to stories and other materials that shape and develop thinking and help children develop concepts. Bi-literacy gives access to different and varied social and cultural worlds. In addition, as children become confident readers their knowledge of and control over the language becomes increasingly more individual and personalised.

- In the three years of Infant Education the focus in reading and writing will always be on helping children to become enthusiastic readers and writers through the understanding and enjoyment of "real" books. At the same time, children will be introduced from the start to a range of pre-reading and early reading strategies to help them make sense of what they read so that they will gradually be able to read with fluency, accuracy, and understanding but above all with pleasure.

- Being able to read and write with fluency and enjoyment in English are skills which need to be developed all through the infant/primary stages and into secondary. The strategies for success must be established as part of the curriculum from an early stage. The teaching of literacy skills should ensure that work in speaking and listening, reading and writing is integrated and that the focus on acquiring oral skills should provide the basis for reading and writing particularly in these early years.

4.2 *Choosing books and involving children in reading and writing*

- Fiction and non-fiction books and resources should be based on the topic areas in the curriculum framework.

- Young children need to know that information and pleasure can be derived from books. In the classroom there should be an attractive, comfortable **book corner** where the teacher reads and tells stories to the children right from the start.

- Choose eye-catching books or pop-up books and/or books which have an exciting, funny or unexpected ending. Also use fact as well as fiction right from the start to show children that books can be about extracting information. Use books on familiar topics.

- The children should be encouraged to observe features of text and talk about texts -familiar/favourite authors, components of text, fiction and non-fiction and illustrations.

- The children should participate in reading the text or telling the story.

- The children can look at texts individually and with peers as well as act out stories with puppets and other prompts.

- Read and tell stories on a daily basis, selecting books with rhyme, rhythm and repetition. Leave these books in the book corner for children to read independently.

- Use texts including songs and nursery rhymes to develop sequencing skills and to predict rhyme.

- Involve the children in the creation of class books to have in the book corner.

- Provide opportunities for the children to create their own books to take home.

- Teach the children to treat the books and wall displays with care, respect and love.

- Demonstrate when reading with children that we read print from left to right and involve them in activities which develop this awareness.

- When reading to the children, point to the specific word you are saying to let the children know where a word starts and finishes.

- Encourage the children to point to words in the text to help check their understanding.

- Ensure that the children are surrounded by print to help them become aware of written text and meaning. For example:

- Label classroom areas with text and pictures (*our art area, our book corner, put the scissors here*).

- Read notices and prints on packets to the children.

- Labels, name cards and notices can be written and read aloud by the teacher as children watch.

- Charts (for attendance, birthdays, families, personal information) provide the children with opportunities to identify and recognise their own names and names of their peers.

- Involve the children in the process of recording and displaying the weather and day of the week on a daily basis.

- Display children's work with titles and captions.
- Display photographs of the children participating in activities along with text. If possible create a text with repetition and rhyme. Read the text together with the children and use the display as a talking point.
- Ensure that displays are at an appropriate height for children.

4.3 Development of decoding skills: teaching phonics

- Provide opportunities for the children to develop an awareness of phonics, e.g. introducing the initial consonant sounds then the end consonant sound. At this stage there should be a focus on the **letter sound** not the alphabet name.

- Phonics should be presented in a stimulating attractive way. Appropriate learning activities may include some of the following:

- Have a sound box from which children can discover objects beginning with the sound.
- Choose a story relating to an object from the sound box.
- Create a display of objects, name cards and words with the same initial sounds.
- Create washable letter tracing cards.
- Provide sorting and matching games.
- Create a class sound book with words and pictures.
- Invent a story and ask the children to listen for the words beginning with the sound and respond appropriately.
- Use tongue twisters or rhymes which feature a repeated letter or sound.
- Increase children's awareness of the world of sound around them by listening to instruments and distinguishing between the sounds they make: add body percussion sounds to songs and rhymes, changing the sound with each new phrase or sentence.
- Explore different ways of speaking (roaring, whispering...) and when these are appropriate.
- Explore strange sounds children can make according to a situation - going down a slide - WHEEEEE!
- Work on rhymes. Play odd one out or change the end of a nursery rhyme to see if the children can spot the intruder.

4.4 Development of creative writing

Encourage children to experiment with writing creatively in English even if the initial attempts are difficult for you to understand. Ask the

children to read back "their" written text to you. Use the children's writing as a means of diagnosing the stage of the individual child's reading/writing development and for helping them "correct" their work. Use the "teacher as scribe" approach both as a model in the whole class sessions and as a model for children to copy in their drawings/labels, etc.



5. Literacy: Listening and Speaking Targets

Infant 1: 3-4 years	Infant 2: 4-5 years	Infant 3: 5-6 years
<p>To listen, understand and respond to others children will be able to:</p> <ul style="list-style-type: none"> • Sit comfortably and pay attention for up to 10 minutes. • Begin to show an interest in what is being said in English. • Show an interest in stories. • Begin to join in with dramatisation of simple stories, and daily routines. • Show an interest in singing action songs and joining in physically. • Listen regularly to language with plenty of repetition, rhythm and rhyme. • Begin to learn not to interrupt others when they are talking. 	<p>To listen, understand and respond to others children will be able to:</p> <ul style="list-style-type: none"> • Sit comfortably and pay attention for longer periods of time. • Listen with interest in a variety of contexts. • Enjoy listening to stories and begin to join in with the retelling of them. • Remember short dialogues from stories, e.g. <i>What big ears you've got!</i> in Little Red Riding hood. • Dramatise stories, daily routines and natural processes, e.g. <i>from seed to flower</i>, and begin to act out stories with puppets and story props. • Participate actively in singing sessions. 	<p>To listen, understand and respond to others children will be able to:</p> <ul style="list-style-type: none"> • Sustain attention and interact during each activity throughout the lesson. • Show pleasure in listening, e.g. <i>by smiling and anticipating</i>, and listen confidently to more complex language. • Help retell a story and remember and use chunks of language. • Remember chunks of dialogue from texts. • Enjoy dramatising stories, daily routines and natural processes with puppets, role play and masks, using different actions and voices. • Know by heart a large number of songs, rhymes and chants.

<ul style="list-style-type: none"> • Begin to show an understanding of simple instructions and give physical responses and verbal responses in Spanish. 	<ul style="list-style-type: none"> • Begin to join in and experiment with the sounds of the language. • Take turns in listening and speaking to each other. • Demonstrate an understanding of instructions, topic vocabulary and routine language. • Begin to use set phrases to ask for permission. • Give short answers to express preferences and feelings. 	<ul style="list-style-type: none"> • Identify and respond to sound patterns in language, e.g. <i>onset and rhyme</i>. • Take turns to speak and listen to the other children. Relate what they say to what has gone before. • Show a good understanding of classroom instructions. • Confidently use set phrases to ask for help and permission, and in general classroom routines. • Begin to use and experiment with familiar language in new contexts.
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6. Literacy: Reading and Writing Targets

Infant 1: 3-4 years	Infant 2: 4-5 years	Infant 3: 5-6 years
<ul style="list-style-type: none"> • Show an interest in listening to stories. • Look at books with a teacher and respond appropriately. • Understand the way books work from top to bottom, from left to right, and follow instructions such as "turn the page" or 	<ul style="list-style-type: none"> • Develop a further interest in stories. • Recognise that print is broken up into words and be aware of where words start and finish. • Begin to match words and short everyday phrases in signs, labels and classroom displays. 	<ul style="list-style-type: none"> • Understand the distinction between story books and information books, and have a developing understanding of the more important conventions of non-fiction books, e.g. <i>index, contents</i>. • Understand how books work, showing more awareness of features such as the cover, title, and author.

<p>"Let's look at the next page."</p> <ul style="list-style-type: none"> • Show an awareness of print in the classroom environment. • Distinguish print from writing. 	<ul style="list-style-type: none"> • Begin to "read the walls" with the teacher i.e. memory reading. • Begin to recognise some high frequency words such as <i>is, a, to, the</i>. • Recognise their own names and those of many of their classmates. • Begin to write their names. • Understand that words are made up of letters. • Form easier letters of the alphabet with plasticine and say their sound. • Have a comfortable pencil grip. • Begin to focus on the beginning sound of words. • Begin to hear the end sound of words. 	<ul style="list-style-type: none"> • Identify favourite authors, e.g. <i>Eric Carle, John Burningham, Spot books by Eric Hill, Maisy books by Lucy Cousins, etc.</i> • Recognise the common "grammatical" conventions and their purpose in books and wall displays, i.e. capital letters, full stops, question marks. • Recognise with growing ease a large number of common words and phrases in Big Books, class readers and worksheets. • Recognise between 10 and 30 of the most common high frequency words. • Read the names of other children. • Write their own names clearly, starting with a capital letter. • Recognise the letters of the alphabet. Say the letter sound, not the letter name. • Write the letters of the alphabet using the correct sequence of movements. • Recognise and identify the beginning sounds of words.
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		<ul style="list-style-type: none"> • Read and identify vowel/consonant combinations at the end of words, e.g. <i>at in cat, og in dog.</i> • Identify the sounds of rhymes, e.g. <i>bug in a rug, cat on the mat etc.</i> • Show an initial awareness of the concept of "family clusters" (groups of consonants commonly occurring in words) and begin to use the "cluster attack skills" to decipher words, e.g. "<i>r</i>" clusters: <i>br, cr, dr, fr, gr, pr, tr.</i> • Begin to develop word attack skills using known words, phonetical awareness, and other cues, e.g. <i>the context and illustrations.</i> • Use a few simple resources such as word walls and key lists to write words, short phrases or sentences. • Begin experimental writing in simple texts, even though the writing of these may be erratic. • Show pleasure in the development of reading and writing skills.
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7. MATHEMATICAL CONCEPTS AND TARGETS

The development of mathematical skills in the infant classroom is generally regarded as part of the global development of the whole child. As such, concepts will be introduced, practised and re-visited throughout the year and then re-cycled and built on through the whole 3-year cycle. The concepts and targets described below should therefore be included in your plans for each topic web and taught through on-going TPR activities, songs, rhymes, stories, matching and sequencing games and other language and literacy work.

The overall aim throughout the three years of infants is to develop the children's knowledge and understanding of mathematics and to help children see their relevance to everyday life in English as well as Spanish



7.2 Maths Skills: Number

Infant 1: 3-4 years	Infant 2: 4-5 years	Infant 3: 5-6 years
<p>Pupils will be able to:</p> <p>Say the numbers 1-10 in familiar contexts from the topic areas.</p> <p>Sing songs, chants and rhymes with numbers up to 10 related to topic areas.</p> <p>Count reliably up to 3 everyday objects.</p> <p>Recognise numbers 1-3 and match numbers to a quantity of objects up to 3.</p> <p>Sort familiar objects and pictures into sets of specific numbers.</p>	<p>Pupils will be able to:</p> <p>Say and use the numbers up to 5, then 10, and show an awareness up to 20 in familiar contexts.</p> <p>Sing songs, chants and rhymes with numbers up to 10 related to topic areas.</p> <p>Count reliably up to 10 objects and begin to count in other contexts such as clapping sounds and jumps.</p> <p>Recognise numbers 1-10 and match numbers to a quantity of objects up to 5.</p>	<p>Pupils will be able to:</p> <p>Show an awareness of numbers beyond 20 in familiar contexts e.g. <i>the number of children in class, days in the month.</i></p> <p>Sing songs, chants and rhymes with addition and subtraction in them e.g. <i>5 little monkeys jumping on the bed.</i></p> <p>Match numbers and quantity of objects up to 10.</p> <p>Match number names to the corresponding numeral up to 10.</p> <p>Understand and begin to use the vocabulary used in adding and</p>

	<p>Make simple estimates and predictions e.g. <i>how many cubes will fit in the box, how many strides across the room.</i></p>	<p>subtracting i.e. more, less, and, add, how many, take away, leave, how many are left, lots of, nothing, none, greater, smaller, to compare two numbers.</p> <p>Find one more or one less than a number between 1-10.</p> <p>Begin to relate addition to combining two and extend to three groups of objects.</p> <p>Begin to relate subtracting to taking away and counting how many objects are left.</p>
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7.2 Maths Skills: measurement, shape, time, position and movement

Infant 1: 3-4 years	Infant 2: 4-5 years	Infant 3: 5-6 years
<p>Pupils will be able to:</p> <p>Shape <i>Identify and name the shapes, circle and square through topics and creating displays.</i></p> <p>Sort shapes into sets. Identify shape books.</p> <p>Measurement Show an understanding of the concepts big and small/little through topic areas and displays.</p>	<p>Pupils will be able to:</p> <p>Shape <i>Identify and name the shapes, circle, square and triangle through topics and creating displays.</i></p> <p>Select and sort shapes into sets.</p> <p>Measurement Show an understanding of the concepts of big/large, medium/middle-sized, small/little.</p>	<p>Pupils will be able to:</p> <p>Shape <i>Identify and name shapes, circle, square, triangle and rectangle.</i></p> <p>Use shapes to make models, pictures and patterns.</p> <p>Measurement Continue to show an understanding of the concepts of measurement gained in previous years.</p>

<p>Position and movement Show an understanding of</p> <ul style="list-style-type: none"> • in and out, • up and down, • open and close. <p>Sequence 2 items by colour, shape or size to form a pattern.</p> <p>Time Show an awareness of</p> <ul style="list-style-type: none"> • day and night, • morning, • daily school routines. 	<p>Position and movement Show an understanding of</p> <ul style="list-style-type: none"> • on and under, • at the top and at the bottom, • in the middle. <p>Sequence three items in a pattern.</p> <p>Time Show an awareness of</p> <ul style="list-style-type: none"> • morning, afternoon and night, • daily school routines and sequence familiar events, • the sequence of the days of the week, • the four seasons, • their own birthdays. 	<p>Show an awareness of the concepts of enormous, tiny, long and short, longer and shorter, tall and short, taller and shorter, bigger and smaller.</p> <p>Position and movement Show an understanding of</p> <ul style="list-style-type: none"> • opposite, • right and left, • beside, behind, between and next to. <p>Sequence four items in a pattern.</p> <p>Time Show an awareness of</p> <ul style="list-style-type: none"> • school days and weekends, • before and after, • months of the year, • begin to read o'clock time.
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8. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

8.1 Concepts and Targets

These concepts and ideas should be developed through daily routines, everyday activities and through the various topic areas. By the end of each year, the children should have developed a global knowledge and understanding of the following areas in English. We should keep in mind that the children are acquiring the language so as a result of hearing the natural use of the English language in the school environment, their understanding in English will frequently go beyond what is detailed below.



8. Knowledge and understanding of the world: Concepts and Targets

Infant 1: 3-4 years	Infant 2: 4-5 years	Infant 3: 5-6 years
<p>Pupils will be able to:</p> <p>Observe and explore colours in the environment</p> <ul style="list-style-type: none"> • Primary colours: red, blue, yellow • Secondary colour: green • Autumn and winter colours • Black (in the context of Hallowe'en) • Sequence 2 colours. <p>Explore materials in the environment</p> <ul style="list-style-type: none"> • Use, explore and experiment freely with a range of basic materials such as <i>crayons, paints, water, sand, plasticine, paper, card, etc.</i> <p>Explore properties of sound and pitch</p> <ul style="list-style-type: none"> • Distinguish between loud and quiet. • Freely use a range of percussion instruments to create a variety of sounds. <p>Develop an awareness of ourselves</p> <ul style="list-style-type: none"> • Recognise the importance of personal hygiene in the school environment. 	<p>Pupils will be able to:</p> <p>Observe and explore colours in the environment</p> <ul style="list-style-type: none"> • Primary colours: red, blue, yellow • A wide spectrum of secondary colours • Cold colours • Sequence 3 colours. <p>Explore materials in the environment</p> <ul style="list-style-type: none"> • Use, explore and experiment with an increasingly wider range of basic materials. • Begin to identify simple properties of basic materials through exploration, experimentation and use of these. <p>Explore properties of sound and pitch</p> <ul style="list-style-type: none"> • Distinguish between loud and soft. • Demonstrate their understanding of slow and fast. • Use a range of percussion instruments to accompany songs. <p>Develop an awareness of ourselves</p> <ul style="list-style-type: none"> • Recognise the importance of basic hygiene on a daily basis. 	<p>Pupils will be able to:</p> <p>Observe and explore colours in the environment</p> <ul style="list-style-type: none"> • <i>Primary colours: red, blue, yellow</i> • A wide spectrum of secondary colours • Cold and warm colours • Dark and light • Sequence 4 colours. • Read and match colour names. <p>Explore materials in the environment</p> <ul style="list-style-type: none"> • Use, explore and experiment freely and in structured activities to develop their understanding of: <ul style="list-style-type: none"> - hot and cold - <i>hard and soft</i> - harder and softer - rough and smooth - sweet and savoury - push and pull - the same and different. • <i>Sort materials such as wood, bricks, straw, wool, paper, card, plasticine and different types of cloth</i> by their properties and characteristics. <p>Explore properties of sound and pitch</p> <ul style="list-style-type: none"> • Distinguish between louder and softer • Distinguish between high and low notes • Use a range of percussion instruments to represent sounds in the environment.

Develop an awareness of ourselves and others in the environment

- Show an awareness of the family and the people that make up their own family.
- Show an awareness of the classroom environment and the roles of the people there.
- Participate in and show an awareness of a few customs and ways of celebrating.

Observe and explore living things in the environment

- Demonstrate an awareness and understanding of domestic animals in the home and on the farm.

- Understand and identify how we dress to protect our bodies and to keep healthy.

Develop an awareness of ourselves and others in the environment

- Demonstrate an awareness of home and school environments and the roles of the people in these.
- Participate in and be aware of a variety of customs and ways of celebrating.

Observe and explore living things in the environment

- Show awareness and understanding of the basic needs of wild and domestic animals in different environments such as at home, in the zoo, on a farm and in the jungle.
- Observe the lifecycles of plants and animals in the local environment.

Develop an awareness of ourselves

- Identify how we use our five senses.
- Recognise the importance of correct eating and dental hygiene.
- Recognise the importance of personal hygiene and how we use and care for items used to keep our bodies clean and healthy.

Develop an awareness of ourselves and others in the environment

- Demonstrate an awareness of the wider community and the roles of people in it.
- Participate in and show a broader awareness of different customs and ways of celebrating.

Observe and explore living things in the environment

- Identify and sort animals into wild and domestic groups.
- Show a greater awareness of the characteristics, habits and habitats of some wild and domestic animals.
- Show a broader awareness and understanding of animal lifecycles and observe the process of growth and change e.g. *caterpillar to butterfly, tadpole to frog* and sequence the stages of growth in pictorial form.
- Observe plant life cycles and process of growth e.g. *growing beans and seeds* and sequence the stages of growth in pictorial form.

9. DRAWING THE STRANDS TOGETHER IN A TOPIC WEB

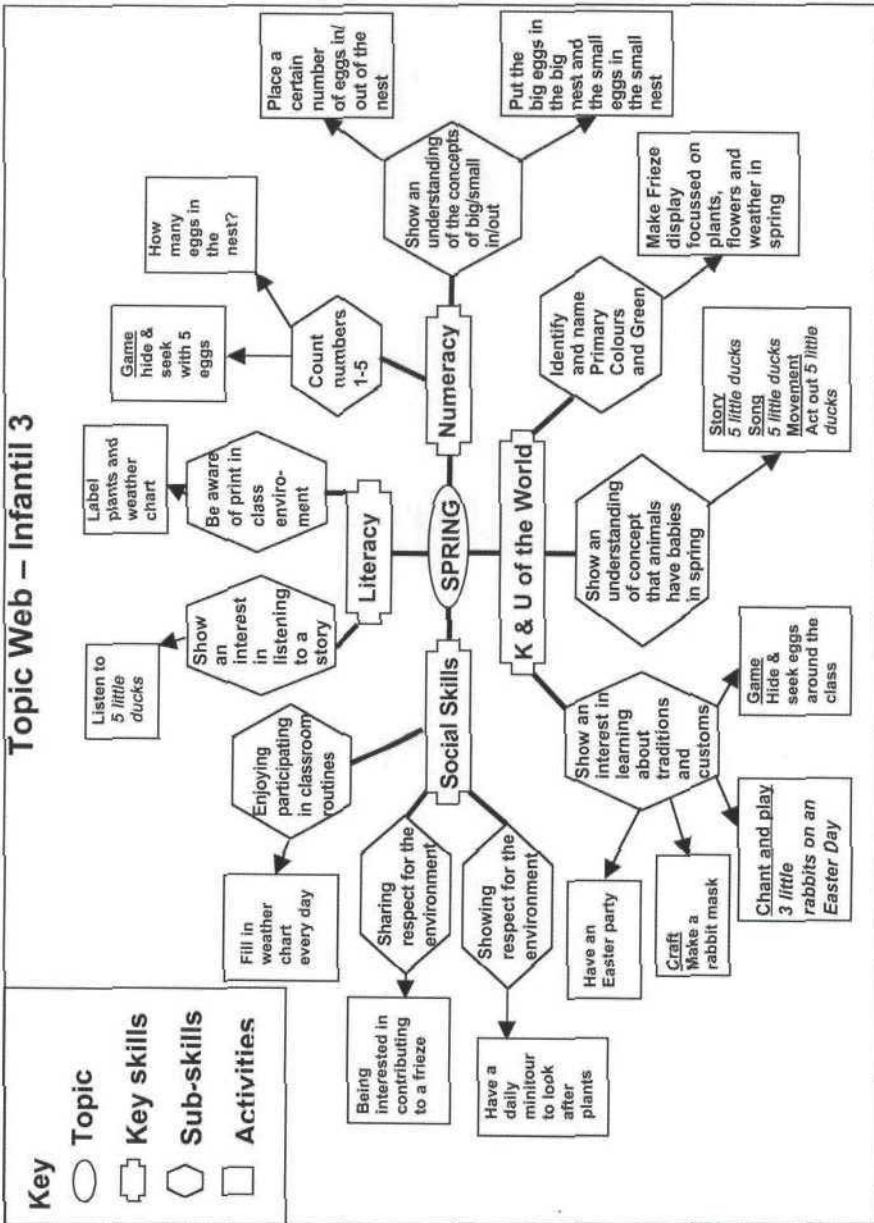
We have selected one of the topic areas (Spring) and demonstrated how all four strands (social skills, literacy development, maths and understanding and knowledge of the world) are weaved into the overall planning of a topic web at each year of the infant cycle.

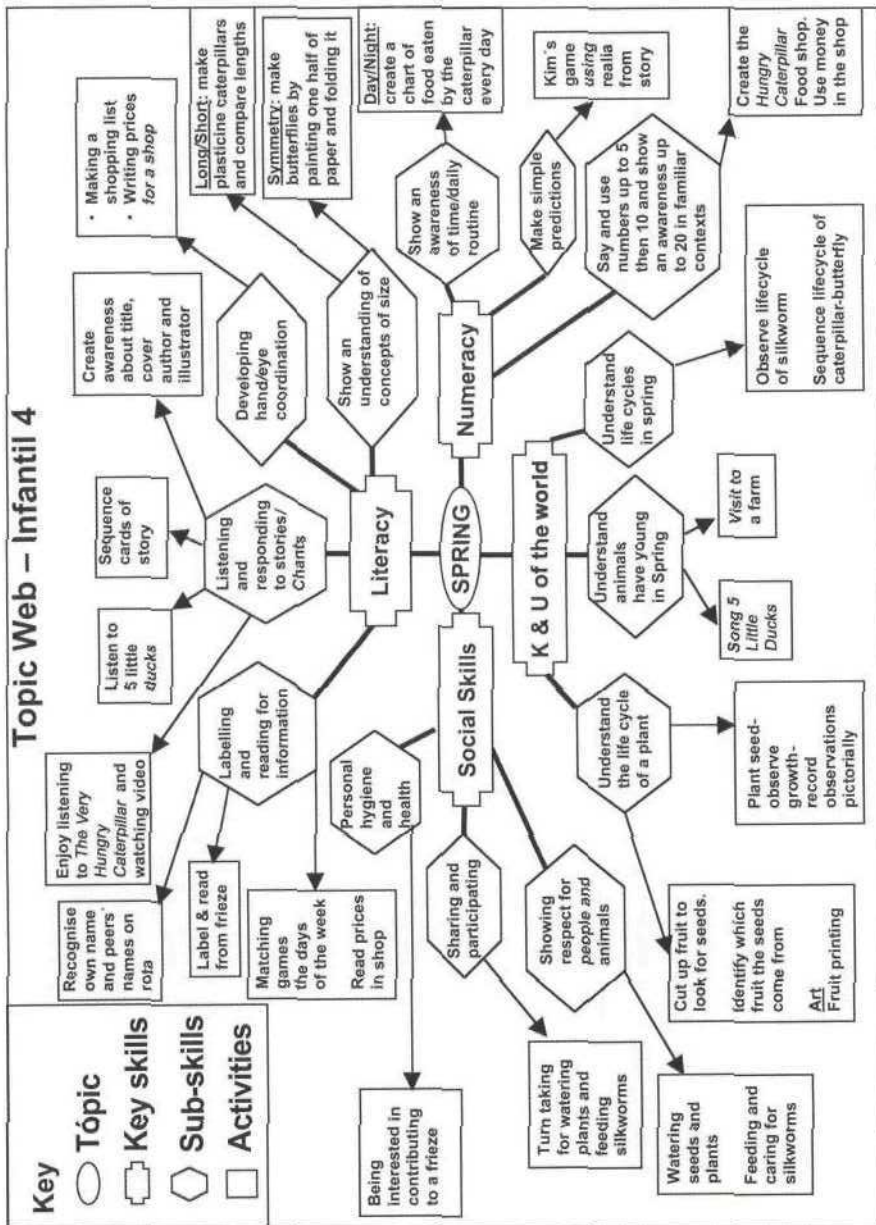
These are suggested developments of the topic web in keeping with the targets for each stage: each school will want to develop their own web for each topic and each level, **keeping careful records of what is covered** to ensure continuity both for the next level and for incoming teachers.

Notice that the expressive arts, music, art and design, drama and P.E. have been incorporated into the topic webs. Knowledge and understanding of the world, maths and literacy, as well as social skills can all be developed through expressive arts activities, and have therefore been incorporated at appropriate points in the topic web.

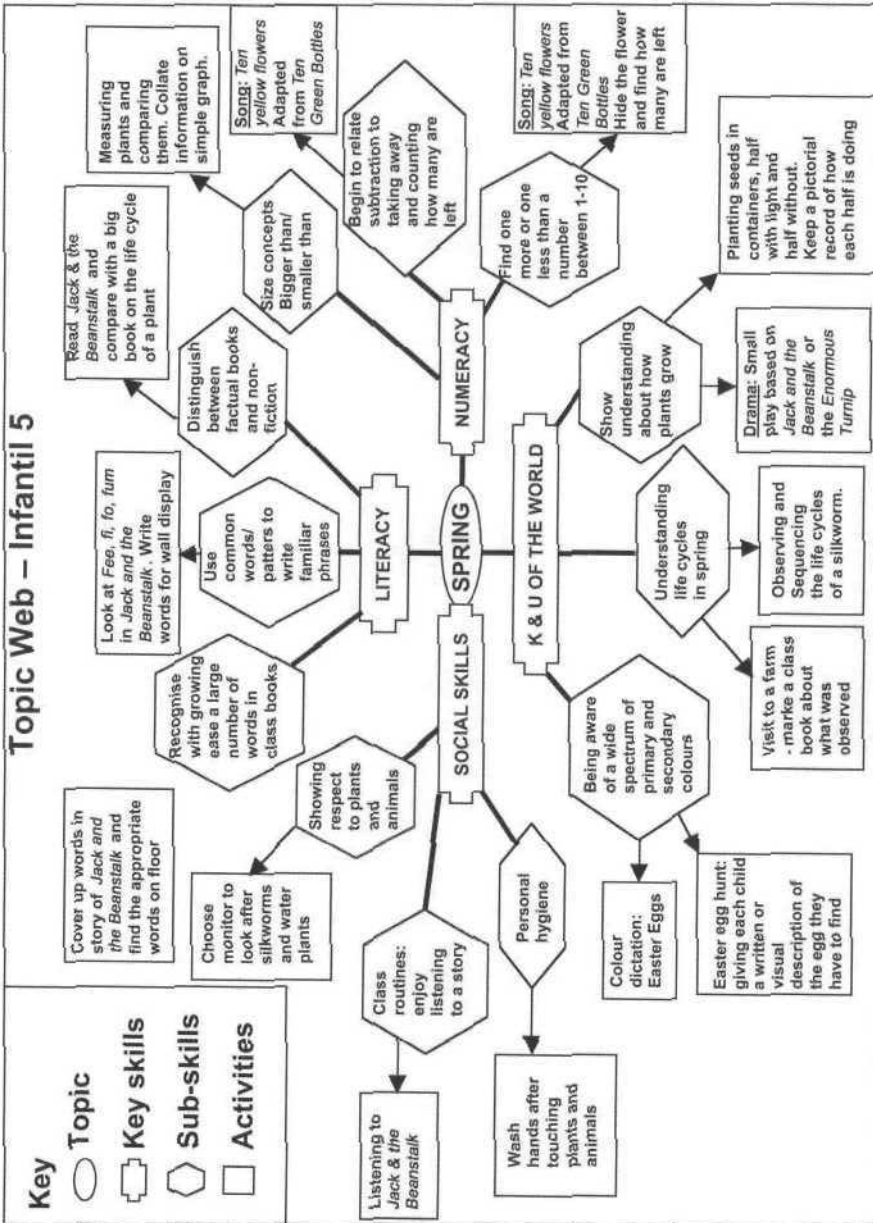
Directly afterwards, there is a sample lesson for a class of four year-olds showing how one lesson could be developed bringing in different strands from the topic web.

Topic Web – Infantil 3





Topic Web – Infantil 5



9.4 Sample lesson plan

This sample lesson plan is included to show the possible dynamics of a one hour session in Infants. The following methodology is used in this lesson:

- The lesson is given frequent changes of focus to maintain interest.
- Established classroom routines are used to include plenty of repetition of known phrases in meaningful situations.
- Literacy is encouraged as the teacher frequently draws the children's attention to the written words around the classroom.
- The children are kept moving physically in a controlled way and are expected to be fully involved joining in with songs, rhymes, games and art and craft activities.
- The teacher's language input comes in naturally spoken sentences but the children's responses can be physical, or they can give simple one or two word answers.
- One lesson uses lots of different resources and many different activities but the development of the topic is gradual. **The same resources will be used throughout the topic and many of the activities will be repeated.**
- A cross-curricular approach is used, so although the lesson focusses upon one particular topic area, the overall objectives are diverse; literacy, mathematics and social skills are all included.

Sample Lesson Plan for 4 Year olds - spring – Lesson 5



Topic: *Spring* (See topic web.) This is the fifth lesson in this topic.

Group: Four year olds

Aims of the lesson: To raise the children's awareness and understanding of the growth of plants and animals.

Resources:

Everyday resources on walls:

- **A class register:** photographs of the children with their names written underneath. Rotas with names for watering seeds, etc.
- **Days of the week chart:** each day a different colour and a class mascot with a different coloured scarf for each day.
- **A pictorial weather chart.**

Books and story props:

- **Story book:** *"The Very Hungry Caterpillar"* by Eric Carle.
- **Magnet board with figures:** to tell the story.
- **Individual pictures of the story on A3 size paper:** these are clearly labelled with the children's names, and will be worked on each day using different art and craft materials and techniques. In previous lessons the children have made a sun, a big leaf, a caterpillar and an apple.

Spring experiment and observation resources:

- **A variety of seeds and beans in yoghurt pots with cotton wool:** these have been brought in by children and clearly labelled with children's names and contents. There is one experiment with seeds and "no water."
- **Growing Chants:** these are displayed on the walls to "help" seeds and silkworms grow. *Grow seeds grow, bigger and bigger and bigger. Grow silkworms grow, bigger and bigger and bigger.*
- **Two pears:** to cut up and eat.
- **Little silkworms in a box.**
- **From caterpillar to butterfly wall display:** to be labelled and added to every day.

Songs:

- **5 little peas and Tommy thumb:** from *"Round and Round the Garden"* by Oxford University Press. (The other songs listed are either adapted or invented.)
- **Good morning song:** *"Good morning, hello! Good morning, hello! To you and you and you."*
- **Daily routines songs:** To the tune of "London Bridge": *"Everybody's sitting down, sitting down, sitting down – on the carpet/ on a chair." "Paper in the bin, paper in the bin, pick it up, pick it up, paper in the bin!" "Tidy up, tidy up 1, 2, 3, tidy up, tidy up, you and me."*
- **Weather songs and chants:** *"The sky is blue today, the sky is blue today, happy day, happy day, the sky is blue today!" "The sky is grey today, the sky is grey today, sad day, sad day, the sky is grey today." "Rain on the house, rain on the tree, rain on the green grass, don't rain on me."*
- **Fruit song:** To the tune of *"Frere Jacques"*: *"Apples and pears, apples and pears, strawberries and plums, strawberries and plums, 5 juicy oranges, 5 juicy oranges, in my tum, yum, yum, yum."*

LESSON PLAN

4 year olds

SPRING

Lesson 5

Timing	What	How	Patterns of Interaction
20 minutes: Carpet session	<ul style="list-style-type: none"> • Greet everyone. • Sit down on the carpet. • Focus attention. • Take the register. • Days of the week. • Weather chart. • Read the story: "The very hungry Caterpillar". • Practise naming different fruits. 	<ul style="list-style-type: none"> • Sing the good morning song. • Sing the sitting down song. • Sing "Tommy Thumb". • One child calls out names, and the others reply, "Here I am." • Sing the days of the week song, then read the days of the week from the chart and put the mascot on the corresponding day, with the scarf matching colour of the day. The teacher asks about the colours. • Sing a song or chant a rhyme to describe the weather. Point the arrow to the corresponding weather on the chart. • The teacher points out the title and the author. She points to the text while reading, asks about the illustrations and encourages pupil participation. • Sing the fruit song together. • Play a memory game with the magnet board figures, closing 	<ul style="list-style-type: none"> • Everyone joins in Children are encouraged to: • Respond individually • Take turns • Join in with reading • Say, "What's missing?"

	<ul style="list-style-type: none"> • Reading. • Retell the story. 	<p>eyes while the changes are made, and putting hands up to show they want to respond.</p> <ul style="list-style-type: none"> • Match words with names of the fruit to the figures. • Use magnet board figures. 	<ul style="list-style-type: none"> • Take turns • Read aloud the labels • Elicit story from the children
<p>10 minutes: Move to chairs and look at experiments.</p>	<ul style="list-style-type: none"> • Stand up. • Sit on chairs in groups. • Look at seeds. • Cut up a pear and put seeds in a pot. • Water the seeds. • Look at the seeds with no water. • Look at the silkworms. • Feed the silkworms. 	<ul style="list-style-type: none"> • Sing the action song, "5 little peas." • Sing "Everybody's sitting down" together. • "Memory read" the growing chant displayed on the wall. • The teacher talks and asks about the shape of the pear, then cuts it in half. The children take turns to plant the seeds. • The children and teacher refer to the class rota to see which children should water the seeds. • As the children observe the seeds, the teacher makes comments like, "Oh dear, no water. Look they are not growing." Children are encouraged to comment as they are able. • "Memory read" the growing chant displayed on the wall. • The children and teacher refer to the class rota to see which children should feed the silkworms. 	<ul style="list-style-type: none"> • One group's turn • Everyone join in • Sit in groups and pass things around.

<p>20 minutes: Art & Craft Activities</p>	<p>(Each child has started an A3 picture illustrating the story. The pictures are added to every day and basic vocabulary is recycled.)</p> <ul style="list-style-type: none"> • Colour and cut out 2 pears, and stick them on. • Those who finish quickly can make a leaf for the wall display. 	<ul style="list-style-type: none"> • The pictures are given out. The teacher comments on each one, as they are all slightly different. • The teacher talks about the pictures, and asks the children to identify different elements of their picture. • The teacher explains the activity, reminding the children about correct use of glue and scissors. • Sing "Paper in the bin" song. • Look at the display and read labels. 	<ul style="list-style-type: none"> • Ask "Whose is this?" • Reply "It's mine"
<p>10 minutes: Finishing off</p>	<ul style="list-style-type: none"> • It's almost playtime. • Tidy up time. • Go to the toilet. • Wash hands. • Eat a slice of pear. • Have a biscuit. • Put coats on and go outside. 	<ul style="list-style-type: none"> • Sing the "tidy up" song while everyone helps to make the classroom tidy. • The children go one group at a time to the toilet and they are reminded to wash their hands before returning to the classroom. • Children are encouraged to say "thank you" and respond to the question, "Do you like it?" • The children are asked how many biscuits they would like and are encouraged to say "thank you." • As the children walk out to the playground in an orderly way the teacher says "See you later. Bye, bye." 	<ul style="list-style-type: none"> • Everyone helps • Class monitor • Individual responses

10. ATTAINMENT TARGETS: END OF THE INFANT CYCLE.

The attainment targets described for the end of the infant cycle are in the following areas:

- Listening and speaking
- Literacy- reading and writing
- Number work
- Knowledge and understanding of the world

Three levels for each target have been described. Each child finishing the third year of the infant cycle should broadly fit into one of the three levels for each target. Approximate estimations will be:

- Band 1 - 10%
- Band 2 - 70%
- Band 3 - 20%

If out of 25 children who have been in the project for 2/3 years there are more than 2 or 3 at band one, and fewer than 7/8 at band 3 then this may indicate a need to look at:

- a) the number of hours being dedicated per week on teaching contents through English;
- b) the approach adopted and methodology implemented as well as how resources are used;
- c) the co-ordination and continuity within and between levels;
- d) the need to challenge children more and raise standards and expectations.

10.1 Attainment Targets: Literacy - Understanding and Speaking

Band 1

- Children can demonstrate through appropriate non-verbal response that they understand basic classroom language, topic vocabulary and familiar chunks of language, songs, rhymes and simple short fiction and non-fiction texts.
- Children can follow sometimes with help, simple instructions for PE, music, art and craft activities.
- They may need considerable help in the way of slower speech, repetition, gesture and individual assistance.

Band 2:

- Children can demonstrate through appropriate non-verbal response that they understand a wide range of classroom language, statements and questions, as well as longer fiction and non-fiction texts which include present, past and future events and include familiar language in unfamiliar contexts.
- They show through formalised oral response, (often one word response), a basic awareness of personal preferences and feelings in topic areas, stories, non-fiction.
- They use set phrases to ask for help, permission and other classroom routines.
- They cope with language spoken at normal speed in familiar situations with some natural built in speaker hesitancy.
- They need little repetition.

Band 3:

- Children can demonstrate, non-verbally and with a growing use of memorised oral response (short, simple phrases) that they understand a range of material that contains some complex sentences and unfamiliar language.
- They begin to listen confidently in areas which interest them and show understanding of the main points in appropriate fiction and non-fiction texts.
- They are beginning to understand and respond to a variety of speakers in everyday situations, not just their own class teacher.
- They use short phrases to express personal responses. Although they may use mainly memorised language, they occasionally experiment with language combinations.

10.2 Attainment Targets: Literacy - Reading and Writing

Band 1:

- Children recognise that print is broken into words and are aware of where words start and finish.

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- They understand the way books work and can follow simple instructions such as "turn the page".
 - They participate with the class and teacher in "reading" the text from a story.
 - They can recognise with considerable teacher guidance single words and short everyday phrases through matching with the visual cues.
 - They can recognise and write their own names and can copy single familiar words accurately.
 - They can hear that words begin with different sounds but they may not yet be able to distinguish these individual sounds accurately.

Band 2

- With teacher guidance, the children show that they understand short written phrases presented in a familiar context.
 - They match sound to print by reading aloud familiar words and phrases.
 - They are able to identify the sounds of rhymes, can identify beginning and end phonics and are able to link the sounds with the alphabet letters.
 - They show an awareness of basic devices used in texts such as capital letters and full stops and understand concepts such as cover, title, author as well as being able to identify (with teacher guidance) author style in new books by a "favourite" author (e.g. Eric Carle, Colin West, John Burningham).
 - They can recognise about 10 high frequency words.
 - They can write/copy with understanding set phrases used regularly in class and are beginning to tackle unknown texts using "attack skills" (known words, part words, basic phonics) to decipher the new.
 - When they read/write familiar words, there may still be interference from their knowledge of Spanish.
-

Band 3

- They are still mainly working with teacher guidance but beginning to develop some independence as readers, predicting words and phrases and developing strategies for checking predictions and for "attacking" new words and phrases.
- They recognise with growing ease a number of familiar words and phrases, and are able to recognise approximately 30 high frequency words.
- They have an awareness of "family clusters" and are beginning to use these for deciphering text.
- They are beginning to show personal response in writing (e.g. likes, dislikes, feelings,) using aids such as word lists, word walls, though spelling might be somewhat erratic.
- They show pleasure in their developing skill as readers and like to take books from the book corner and read them either in school or at home.

10.3 Attainment targets: Number and Mathematics

Band 1:

- Children are able to say/sing numbers 1-10 in order in familiar contexts.
- *They can match numbers and familiar objects up to 10 and are able to recognise the concept of counting on and counting down in familiar contexts (songs, rhymes etc).*
- With teacher guidance they are able to recognise and recreate basic patterns and sort these into sets and sizes.

Band 2

- Children can count reliably up to 10 everyday objects, recognise numbers 1-10 in word and number form and are able to match these symbols with objects.
- They can find one more or less than a number from 1-10, begin to relate the concept of addition to combining two groups of objects and subtraction to taking away.

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- They show an understanding of size concepts and can use the vocabulary appropriately.
 - They can use developing mathematical ideas and methods to solve simple everyday problems (how many children are absent, how many boys/girls are wearing blue, etc.).

Band 3

- Children can count reliably at least 20 objects and can count on and back in ones from any small number.
- They can read, write and order numbers from 0-20 and with teacher guidance begin to use the vocabulary involved in adding and subtracting.
- They can add all pairs of numbers with a total of 10 and can begin to solve simple problems mentally and, with teacher guidance on language, they can explain their mental processes. Children show an awareness of concepts of time, distance, space and shape.

10.4 Attainment Targets: Knowledge and Understanding of the World

Band 1

Children show an awareness of classroom daily routines, seasons, birthdays, how we look after our bodies, how humans, animals and plants grow and develop and that animals are found in different environments.

Band 2

Children understand the difference between living/non-living things, that animals and humans move, feed, grow, use their senses and reproduce. They show an awareness of the need for food and water and a healthy diet and that plants need water and light to grow.

Band 3

They show the same awareness in knowledge & understanding of the world as for level two but with teacher guidance and elicitation are more able to describe, compare and contrast the various processes.

**ANNEX 1: RESOURCES FOR THE TOPIC
SECTION: SOME SUGGESTIONS**

II. ANNEX 1: RESOURCES FOR THE TOPIC SECTION: SOME SUGGESTIONS

The list of books and songs below is a list of suggestions. Many of the books, videos and cassettes already form part of the resource centres of the schools. However, it is not obligatory for schools to have all of these materials and indeed many schools will have a different selection of books for the same topic areas.

The resources for topics section includes several commercially available nursery rhymes and song tapes. These are good for **teachers** learning new songs, as the tune, words and actions have to be studied thoroughly before they can be used effectively with a class. However, the majority of the tapes are too fast to be sung with the children, apart from some exceptions such as "*Super Songs*" ed. OUP.

Most infant teachers make up their own songs and rhymes to use with stories and daily classroom routines and have a song for every occasion, for example, for describing the weather or what the children are wearing. They can also be used for giving instructions in a cheerful way, such as: tidy up, wash your hands or put the paper in the bin. These songs are adapted from well-known tunes for example "everybody's sitting down" can go to the tune of "London Bridge". As songs and rhymes are often invented, they have not been listed in the resources section. They are however an important part of any infant session.

Finally, it is essential to keep resources filed, and this is an *individual and collective responsibility*. When teachers leave the project school resources must be left behind including work which teachers have produced during their contract. Original work is always preferable as this allows new teachers to benefit from the use of the resources, giving them more time to prepare new material.

TOPIC NAME: MYSELF

BOOKS

- COONEY, Nancy W. *The wobbly tooth*. Putnam, 1978
COUSINS, Lucy. *Maisy goes to bed*. Little, Brown, 1990
HUNT, Rod. *The wobbly tooth*. Oxford University Press, 2003
INKPEN, Mike. *One bear at bedtime*. Little, Brown, 1990
ROSS, Tony. *I want my potty*. Andersen, 1986
THOMPSON, Carol. *In my bathroom*. Delacorte Press, 1990
WILLIS, Jane and Tony ROSS. *The boy who lost his belly button*. Dorling Kindersley Publishing, 2000

SONGS

- "Here we go around Mulberry Bush"
- "Head and shoulders"
- "The Hockey Cockey"
- "Raise your hands above your head"
- "Two little eyes". *Super Songs for very young learners*. Oxford University Press, 1997
- "I've got four eyes". CANT, Amanda and Mary CHARRINGTON. *Fun time 2*, Heinemann
- "Get out of bed". GERNGROSS, Günter and Herbert PUCHTA. *Playway to English*. Cambridge University Press, 1998
- "Sad Monster chant". CANT, Amanda and Mary CHARRINGTON. *Fun time 2*. Heinemann

VIDEO AND OTHERS

- Washbag with authentic contents

TOPIC NAME: STARTING SCHOOL

BOOKS

- AHLBERG, Janet and Alan. *Starting School*. Puffin Books, 1998
BROWN, R. and K. RUTTLE. *I went to school this morning*. Cambridge University Press, 1996
COUSINS, Lucy. *Maisy goes to the playground*. Walker, 1993
GARLAND, Sarah. *Going to playschool*. Penguin Books, 1995
HILL, Eric. *Spot goes to school*. G.P. Putnam's Sons, 2001
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SONGS

- "The rainbow song"
- "I went to school this morning"
- "Little hands". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990
- "Girls stand up". CANT, Amanda and Mary CHARRINGTON. *Fun time 1*. Heinemann
- "Blue blue". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990
- "Show me". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990
- "Listen listen". CANT, Amanda and Mary CHARRINGTON. *Fun time 1*. Heinemann

VIDEO AND OTHERS

- Teletubbies video series: PBS Home Video (also in Warner Home Video)
- Spot video series: Walt Disney Studios

TOPIC NAME: THE FAMILY/HOME

BOOKS

- BLAKE, Quentin (illustrator). *Cockatoos*. Random House Children's Books, 1994
- HILL, Eric. *Spot's baby sister*. Puffin Books, 1995
- HILL, Eric. *Where's Spot?* Puffin Books, 1980
- HUTCHINS, Pat. *Silly Billy*. Greenwillow Books, 1992
- HUTCHINS, Pat. *Titch*. Random House Children's Books, 1997
- MCKEE, David. *Not Now Bernard*. Random House (UK), 1996
- MURPHY, Jill. *Peace at last*. Macmillan, 1981
- SHARRATT, Nick. *My mum and dad make me laugh*. Walker Books Ltd, 1999
- WADDELL, Martin. *Owl Babies*. London: Walker, 1996

SONGS

- "This is my mummy". CANT, Amanda and Mary CHARRINGTON. *Fun time 1*. Heinemann
- "Ring the bell". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990

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- "Mary's got a garden". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990
 - "Granma's spectacles". WILLIAMS, Sarah. *Round and round the garden*. Oxford University Press, 1985

VIDEOS AND OTHERS

- "Goodnight Jerry" extract from *Super Bus Video*, LOBO, María Jose and Pepita SUBIRÁ. Heinemann
- "The ghost party" extract from *Super Bus Video*, LOBO, María Jose and Pepita SUBIRÁ. Heinemann
- Spot video series – Walt Disney Studios
- Puppets and soft toys
- Home corner

TOPIC NAME: PEOPLE WHO HELP US

BOOKS

ROSS, Tony. *I want to be*. HarperCollins, 2002

SONGS

- "Peter works with one hammer"
- "Did you ever see a lassie?" (adapted to "Did you ever see a policewoman...?")
- "Miss Polly had a dolly". *Super Songs for very young learners*. Oxford University Press, 1997

VIDEO AND OTHERS

- Hats, uniforms and tools representing different jobs
- Posters and postcards

TOPIC NAME: SHOPPING/FOOD

BOOKS

BURNINGHAM, John. *The shopping basket*. Collins Picture Lions, 1983
 CARLE, Eric. *The very hungry caterpillar*. London: Hamish Hamilton, 2000

- GARLAND, Sarah. *Going Shopping*. Penguin (UK) Picture Puffin, 1996
OXENBURY, Helen. *Tom and Pippo go shopping*. London: Walker, 1988
YEE, Patrick. *Little Buddy Goes Shopping*. London: ABC, 1992

SONGS

- "Five currant buns"
- "Tall shops". *Super Songs for very young learners*. Oxford University Press, 1997
- "I like apples". CANT, Amanda and Mary Charrington. *Fun time 2*. Heinemann
- "The Queen's pizza chant". Cant, Amanda and Mary CHARRINGTON. *Fun time 2*. Heinemann

VIDEO AND OTHERS

- Shopping corner
- Plastic food and money
- Supermarket leaflets

TOPIC NAME: SUMMER/TRANSPORT

BOOKS

- BURNINGHAM, John. *Hey! Get off our train*. HarperCollins, 1993
BURNINGHAM, John. *Mr Grumpy's motorcar*. Puffin Books, 1987
HILL, Eric. *Spot goes on holiday*. Penguin Books Ltd, 1998

SONGS

- "She'll be coming down the mountain when she comes"
- "The wheels on the bus". *Super Songs for very young learners*. Oxford University Press, 1997
- "Row, row, row the boat". WILLIAMS, Sarah. *Round and round the garden*. Oxford University Press, 1985
- "Are you ready?". CANT, Amanda and Mary CHARRINGTON. *Fun time 2*. Heinemann
- "Down at the station". BECK, Ian and Sarah WILLIAMS. *Ride a cock-horse*. Oxford University Press, 1986
- "Polly goes by boat". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990
- "Come with me". CANT, Amanda and Mary CHARRINGTON. *Fun time 2*, Heinemann

VIDEO AND OTHERS

- Toy vehicles
- Posters
- Traffic signs

TOPIC NAME: FESTIVALS/HALLOWEEN/CHRISTMAS

BOOKS

- BROWN, Marc. *Witches Four*. London: Picture Corgi, 1985
- BROWN, Ruth. *A dark, dark tale*. London: Mantra, 1988
- BRUNA, Dick. *The Christmas Book*. Methuen Children's, 1992
- CAMPBELL, Rod. *My presents*. Pan Macmillan, 2003
- COUSINS, Lucy. *Merry Christmas, Maisy*. Candlewick Press, 2003
- HAYLES, Karen. *The star that fell*. Ladybird Books, 1996
- HILL, Eric. *Spot's first Christmas*. London: Heinemann, 1992
- PIENKOWSKI, Jan. *Meg and Mog*. Penguin Books Ltd, 2004
- SYKES, J. and T. WARNER. *Santa's busy day*. Little Tiger Press, 1998
- THOMAS, Valerie and Paul KORKY. *Winnie the Witch*. Oxford: Oxford University Press, 1994

SONGS

- "Halloween's coming"
- "We're witches of Halloween"
- "A witch has a tall black hat"
- "We wish you a merry Christmas"
- "Oh Christmas tree"
- "Twinkle twinkle little star"
- "Five brown teddies"
- "Carnival song". ABBS, Brian, Diana WEBSTER, Susan MALPAS and Anna WORRALL *The music box*. Longman
- "Winnie the witch songs". THOMAS, Valerie and Paul KORKY. *Winnie the witch*, Oxford University Press, 1994

VIDEO AND OTHERS

- Feely bag
- Masks
- Toys, puppets and soft toys
- *Winnie the witch video*. THOMAS, Valerie and Paul KORKY. Oxford University Press

TOPIC NAME: AUTUMN/THE WEATHER

BOOKS

- HUTCHINS, Pat. *The wind blew*. London: Red Fox, 1994
LANGLEY, Jonathan. *The ugly duckling*. HarperCollins, 1996
PRATER, John. *Wayne's box*. Cambridge University Press, 1996
TOLSTOY, A. N. *The great, big, enormous turnip*. London: Pan Books, 1972

SONGS

- "It's raining, it's pouring"
- "Here is the tree". WILLIAMS, Sarah. *Round and round the garden*. Oxford University Press, 1985
- "Incy, wincy, spider". *Super songs for very young learners*. Oxford University Press, 1997
- "Outside it's raining". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990

VIDEO AND OTHERS

- Weather charts
- Finger puppets

TOPIC NAME: WINTER/CLOTHES

BOOKS

- BRIGGS, Raymond. *The snowman*. London: Hamish Hamilton Ltd, 2000
CAMPBELL, Rod. *Buster keeps warm*. Pan Macmillan, 1996
COUSINS, Lucy. *Maisy goes swimming*. Walker Books Ltd, 1990
ROFFEY, Maureen. *Look, there's my hat*. Macmillan Children's, 1988
WATANABE, Shigeo. *How do I put it on?* London: The Bodley Head, 1986

SONGS

- "Diddle, diddle, dumpling". BECK, Ian and Sarah WILLIAMS. *Ride a cock-horse*. Oxford University Press, 1986

VIDEO AND OTHERS

- Real clothes
- Magnet board figures
- Washing line

TOPIC NAME: SPRING/PLANTS/GROWING/EASTER

BOOKS

- BECK, Ian. *Five little ducks*. Orchard Books, 1999
- BOYLE, Alison. *Jack and the beanstalk*. Ladybird Books Ltd, 1999
- BRIGGS, Raymond. *Jim and the beanstalk*. London: Hamish Hamilton Ltd, 1988
- BUTTERWORTH, Nick. *Jasper's beanstalk*. Hodder and Stoughton Ltd, 2001
- CARLE, Eric. *The tiny seed*. Knight, 1988
- HILL, Eric. *Spot's first walk*. Puffin Books, 2004

SONGS

- "Here is the bee-hive"
- "Little cottage"
- "Five little ducks"
- "Ring-a-ring of roses"
- "Incy, wincy, spider". *Super songs for very young learners*. Oxford University Press, 1997
- "Five little peas". WILLIAMS, Sarah. *Round and round the garden*. Oxford University Press, 1985
- "Crazy worm". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990

VIDEO AND OTHERS

- *Spot video series* – Walt Disney Studios

TOPIC NAME: ANIMALS

BOOKS

- BURNINGHAM, John. *Mr Grumpy's outing*. New York: Henry Holt and Co, 1990
- CAMPBELL, Rod. *Dear Zoo*. Picture Puffins Penguin (UK), 1984
- CAMPBELL, Rod. *Noisy farm*. Picture Puffins Penguin (UK), 1994
- CAMPBELL, Rod. *Oh, dear!* Pan Macmillan, 1999
- CARLE, Eric and Bill MARTIN. *Brown bear, brown bear, what do you see?* London: Hamilton, 1994
- CARLE, Eric. *From head to toe*. Puffin Books, 1999
- CARLE, Eric. *The mixed up chameleon*. London: Hamilton, 1985
- CARLE, Eric and Bill MARTIN. *Polar bear, polar bear, what do you hear?* London: Hamilton, 1992
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- CARLE, Eric. *The very busy spider*. Harmondsworth: Hamish Hamilton, 1996
- CHURCHILL, Vicky and Charles FUGE. *Butterfly kiss*. Trafalgar Square Books, 1999
- FOWLER, R. *Ladybug moves home*. Harcourt Children's Books, 1993
- HILL, Eric. *Spot goes to the farm*. Penguin Books Ltd, 2004

SONGS

- "Two little dicky birds"
- "An elephant goes like this like that"
- "Old McDonald"
- "Five little monkeys"
- "What's this?". CANT, Amanda and Mary CHARRINGTON. *Fun time I*. Heinemann
- "On grandpa's farm". CONCARI, Leonor et al. *Snip Snap A*. Macmillan Heinemann ELT, 1990
- "Billy Brown". CONCARI, Leonor et al. *Snip Snap B*. Macmillan Heinemann ELT, 1990

VIDEO AND OTHERS

- Plastic animals
- "*The very hungry caterpillar*" video. Walt Disney Home Video, 1995

TOPIC NAME: FAIRY TALES AND TRADITIONAL STORIES

BOOKS

- AHLBERG, Janet and Allan. *Each peach, pear, plum*. Viking Books, 2004
- LANGLEY, Jonathan. *The princess and the frog*. London: London Picture Lions, 1991
- LANGLEY, Jonathan. *The three billygoats gruff*. London: Collins, 1992
- Plus: any versions of "Goldilocks", "Little Red Riding Hood", "The three little pigs" (e.g. Jonathan Langley's)

SONGS

- "There was a princess long ago". BECK, Ian and Karen KING. *Oranges and lemons* Oxford University Press

VIDEO AND OTHERS

- Puppets and costumes
- Penguin Young Readers Fairy Tales Level 1

**EDICIONES DEL
INSTITUTO SUPERIOR DE
FORMACIÓN DEL
PROFESORADO**

**Subdirección General de Información
y Publicaciones del Ministerio
de Educación y Ciencia**

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
color "bermellón Salamanca"

- | | |
|-----------------------|----------------|
| • Serie "Ciencias" | Color verde |
| • Serie "Humanidades" | Color azul |
| • 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 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 color "amarillo oficial".

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|---------------------------|---------------|
| • Serie "Didáctica" | Color azul |
| • Serie "Situación" | Color verde |
| • Serie "Aula Permanente" | Color rojo |
| • Serie "Patrimonio" | Color violeta |

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.

Índices de calidad de las publicaciones:

Los programas de publicación son aprobados por una comisión compuesta por el Director del Instituto Superior de Formación del Profesorado, la Directora de Programas y la Directora de Publicaciones del Instituto Superior de Formación del Profesorado y los Directores (o persona en quien deleguen) del Servicio de Publicaciones del Ministerio de Educación y Ciencia y del INCE.

**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.
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- Se deben adjuntar fotografías, esquemas, trabajos de alumnos,... que ilustren o expliquen el contenido del texto.
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