



Towards the development of deeper learning and transferable lifelong skills through the use of European Key Competencies - KEY



“Towards the development of deeper learning and transferable lifelong skills through the use of European Key Competencies” (Key European Learning)

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“Towards the development of deeper learning and transferable lifelong skills through the use of European Key Competencies” (Key European Learning)

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1. The project

The partners in the project intend to create a shared understanding of the application of the European Key Competences in the context of their own curricula for learning. There were many positive outcomes for pupils' learning based on these competences, especially in the areas of communication in a foreign tongue (Key Competence 2), digital competence (4), engaging all pupils in learning to learn (5), and the development of cultural awareness and expression (8). This is the overarching aim of the project and it will be delivered in the following ways.

School partners devise a shared curricula theme based on the Key Competences and these has been trialled and evaluated by University and Local Authority partners and supported by peer learning.

Pupils were able to initiate and motivate their own learning by the creation of age appropriate activities, which were shared with pupils in partner schools on a VLE, website, web portal and in hard copy exchange.

Life long and community learning were encouraged by the development of parent and community activities in partner schools to promote learning through language immersion. Activities were shared and disseminated using a VLE and evaluated by University partners.

1.2. Background of the project

Plymouth and La Coruña, are based traditionally around the coastal industries of shipping, fishing and now tourism as well as hosting a large Naval dockyard. Both sit within similar rural regions/counties of Galicia and Devonshire

In Spain and particularly in Galicia the Xunta implemented the curricula in Primary and Secondary schools using the European framework of key competences. There is now a need to support the development of teachers' competences, update assessment methods, identify, modify and expand learning materials. The introduction of innovative pedagogies leads to an appropriate development of the schools' curricula, which will be disseminated across Galician schools. Schools in Plymouth/ Devon operate the UK National Curriculum, currently under review, but which does not explicitly include the European Framework of Key competences. Piloting a curriculum intervention that includes implementation of the European framework of key competences in two Devon schools is therefore very timely, and has the potential further regional and possibly national roll-out. The par-

ticipating schools in Galicia and Plymouth/Devon built their curricula around the following principles: communication in a foreign tongue (Key Competence 2), digital competence (4), engaging all pupils in learning to learn (5), and the development of cultural awareness and expression (8). Through the teachers' community participants will share materials, elements of initial teacher training and professional development and will transfer methods, experiences and materials to enable integration into the teaching practice in both countries.

Both University Departments of Education provide initial teacher training, masters degrees for teachers and continuing professional development and work in partnership with the experienced and innovative school staff to capture evidence of the effectiveness of the introduction of the Key Competences. The USC and UoP have extensive experience in collaboration with schools making widespread use of e-learning and online platforms in delivering teaching and learning initiatives. This is balanced appropriately with face-to-face engagement to ensure that both teachers and trainee teachers have the necessary skills successfully to use the new teaching resources. This and other initiatives will be shared by both universities. This is complemented by Plymouth University's strong research ethos linked to education practice. The strength of both universities' involvement have significant impact upon project development, implementation and dissemination.

A Xunta (Galician Government) and Plymouth Local Authority are interested in teachers in both regions making full use of e-learning and online platforms in delivering initiatives, balanced appropriately with face-to-face engagement and to ensure teachers and trainee teachers have the necessary skills to integrate Key competences in school curricula in order that students perceive the importance of key competences; in people's personal and professional lives.

The Galician Government is making a big effort to implement foreign languages especially English and they deal with multilingualism in curricula, provide schools language assistants and promote CLIL methodology to encourage foreign language fluency. The two UK participating schools are trying to develop a community approach to immersion of Spanish language and amongst other innovative ideas implemented Spanish through a parents' "Language club". The project makes possible all schools' intentions and plans by sharing experience from one another's context and both governments will disseminate the experience in participant regions.

Partners involved are specialized on promoting e-learning materials, do research works and teacher training (face to face and on line). We explored the following themes and establish mutually supportive aims and outcomes between all three partners within and across both countries:

1. Share understanding of the application of the European Key Competences in the context of their own curriculum for learning in both regions.
2. Look at the effective collaboration of schools in the two participant regions and identify what leadership practices and characteristics can help to implement English/Spanish(2), digital competence(4), engaging all pupils in learning to learn (5), and the development of cultural awareness and expression (8)..

1.3 The project aims

- Development of aspects of a bilateral curriculum
- An innovative programming on how to transfer key competences from curricula to the classroom.
- Embed greater understanding of European key competencies within the curricular delivery

of initial teacher training, which will have a longer lasting impact upon practice within future school placements and careers.

- Using IT skills and new technologies which open national barriers to communication and exchange.
- To share best practice that offers positive role models and practices across both countries.
- Extending the sphere of influence in European awareness and linguistic acquisition to the broader communities and across regional areas.
- Implement linguistic improvement and exchange supporting the European dimension of understanding and tolerance of similarities and difference in cultural awareness and expression.
- To develop European citizens and offer pan European career opportunities and positive life-long learning habits.

1.4 Features of the project

The conclusions provided for a strategic framework for European cooperation in education and training up until 2020 set out four **strategic objectives**:

- *making lifelong learning and mobility a reality*
- *improving the quality and efficiency of education and training*
- *promoting equity, social cohesion and active citizenship*
- *enhancing creativity and innovation, including entrepreneurship, at all levels of education and training-*

The acquisition of key competences and key skills by all citizens should be promoted and the functioning of the knowledge triangle (education-research-innovation) should be ensured. The European Key competencies aim to support the shift from only transmitting knowledge to the development of deeper understanding, skills and attitudes leading to lasting life long learning, career opportunity and personal fulfilment. Examples and practices of how this is to be effectively delivered was explored in this project. Engaging emerging professionals in this understanding is key, so teacher training and sharing practices provided opportunities for trainees to develop the use and application of the European Competences and for them to be linked to the Professional Standards for Teachers at QTS level.

Our project is based on the European key Competences which identify key skills for learners, it aims to develop a skills based curriculum and activities which link these competencies and which supports the overarching school priorities. These include:

1. The development of a skills based learning curriculum aligned with European Key Competences, to include an Anglo-Spanish strand of a shared curriculum based on these Key Competences.
2. Child-centred learning, teaching methods and best practices that effectively support the development of key competences and key skills using ICT

What is a competence? The ability to apply our own knowledge to make a task or solve a problem.

Through the project pupils were increasingly encouraged to take responsibility for their own learning in order to develop basic skills (reading, writing, mathematics), key competences and key skills: learning to learn -English schools work with ELLI-, sense of initiative, critical thinking, creative thinking, Problem solving... we aim to develop teaching methods and best practices that effectively support the development of key competences and skills. This will contribute to implement Lifelong learning, a necessity for all citizens, students personal fulfilment and the ability to actively engage with the society in which they live, but also the world of work. We think this also contributes to increase motivation for learning and learning-to-learn skills.

The project tries to implement learner-centred pedagogies, ICT and learning activities that use practical learning opportunities from the real world. These skills should be available to all students and be taught cross-curriculum rather than as a separate subject at all stages and levels of education. Innovation ultimately depends on teachers and the pedagogies they apply in classrooms. Via this Project, we are aiming at examining and cooperating pedagogical, social, and technological issues in ICT integration process at the classroom level. The project looks at the opportunities that technology can bring to achieve quality education based on knowledge and life long learning through the collaboration between regional ministries experiences to effectively use ICT, taking account of the experiences of national teams. The partners designed, developed, tested and created innovative approaches and learning practices implementing changes on methodology

We have developed a model to do an “innovative programming” on how to transfer, integrate and evaluate key competences from the curricula into the classroom.

The project tries to implement innovative pedagogical strategies and Project partners have the opportunity to exchange experiences (some are experts in the 1 to 1 use) creating activities such as on line tales, gymkanas e-learning materials ... Learners' centred approaches wich will contribute to implement Key competences and key skills.

The projet devises new assessment methods: teachers design assessment on real tasks that are solved using ICT tools; teachers and students get involved in the assessment process, therefore allowing them a direct participation and better understanding of learning expectations; teachers and students get involved in the assessment process, students know what teachers expect them to learn, by using rubrics, portfolio and other ICT tools .

The project contributes to create a collaborative working environment needed for effective improvement in teaching and learning in both regions: Devon and Galicia.

The collaborative projects, questionnaires let students and teachers to interact. Teachers, universities and Education Authorities shared best practices, methods and research work.

Education Authorities, advisors, university professors, teachers and students were involved in this project

1.5 Lessons learnt

Motivation is very important in the learning process; students should learn to solve real tasks and connect the learning process to real life. Implement learners' centred approaches in teaching and learning from early years contributes to implement quality in education.

We should teach young students to learn **to learn**, learner autonomy, processing information, critical thinking, creative thinking, problem solving, readiness, responsibility, resilience... If our students acquire key competences and skills they'll have more chances to be successful in future studies and in the worldplace.

Reflectiveness improves students learning process and practice. **Assessment** plays an important role in students' learning: we propose to use rubrics, videocases and portfolio.

Learning by doing is another important aspect, students must be familiar with activities connected to real life like the use of ICT and be able to change information into knowledge.

Another important aspect is **that teachers should be familiar with the use of easy ICT tools ready to use and do so in a creative and innovative way.** This means ICT competency transferring training into actual practice, ensuring useful feedback, monitoring and evaluation, and flexibility. There is an agreement that ICT should be used as tool supporting teaching and learning rather than the objective itself. Using ICT tools can make the lessons more creative, innovative and flexible; more attractive and engaging for the students.

A range of innovative and effective solutions were identified during the project work.

The school can use resources provided by the Educational portals like “Abalar” but also teachers can develop their own software packages that are appropriate to the level of the pupils and the subject. The teaching supports the development of the project and implements ICT in their lessons. They are able to do this on a very professional way. Programmes like “Abalar” (Galicia- Spain) use of 1:1. Let us see how students are much more confident in implementing their learning process and acquire the needed competences.

Of particular interest is the way that ICT can be used for interdisciplinary team building in the learning environment. For example, teachers not competent in the use of ICT could team teach with an ICT teacher to bring ICT into the classroom and overcome competency barriers.

ICT must be embedded in the curricula. ICT should be taught across a range of subjects. For example,

<http://centros.edu.xunta.es/cpiocruce/comeniuskey>

<http://centros.edu.xunta.es/cpiocruce/compostela/>,

<http://centros.edu.xunta.es/cpiocruce/etm>

<http://centros.edu.xunta.es/cpiocruce/comeniuskem>

<http://europensemble.eu>

Share methods: We learnt from our partners in UK the “ELLI” method which we find very useful and interesting.

Innovative programing Teachers work on how to transfer key competences and skills from the curricula to the classroom, this was done by using the model proposed by the Xunta de Galicia

2. Innovative programming

Method 1. Programme L.E. Secondary (year 1)

1.1 Curriculum for Foreign Language in Galician Secondary Education

1.1.1.1 Objectives

- Listen and understand general and specific oral communication in different situations, adopting an attitude of respect and cooperation with the speaker
- Communicate orally in everyday life situations with some level of autonomy.
- Read and understand different texts of appropriate level according to the abilities and interests of students in order to extract general and specific information and use reading as a source of pleasure and personal enrichment.
- Write simple texts for various purposes on different topics using appropriate resources with cohesion and coherence.
- Use effectively the phonetic, lexical, and functional, structural basic components of the foreign language in real communication contexts.
- Develop autonomy in learning, reflecting on the own process of language acquisition by transferring to the foreign languages communication skills and strategies learned in other languages..
- Find, select and present information orally and written in the foreign language using every means at their use, (libraries, TIC and learning strategies. etc).
- Consider the foreign language and languages in general, as a means of access to information, as a learning tool of diverse content, as a means of communication and understanding among people from different backgrounds, languages and cultures avoiding any kind of discrimination of linguistic and cultural stereotypes.
- Show a receptive professional attitude and self-confidence in one's ability to learn and use a foreign language.
- Learn the most important cultural elements of the countries where the foreign language is spoken, relate cultural aspects of these countries with our own and reject negative stereotypes

1.1.1.2 Contents. Year one.

Part 1. Listening, speaking and talking.

- Understanding of simple and basic oral messages for classroom activities
- Understanding of simple texts recorded in different multimedia formats, connected to their interests and with support of images, sounds and mime.

Use basic strategies to understand spoken messages: anticipation of the general content of what is heard with the aid of verbal and non verbal language using prior knowledge of the given situation.

- Memorizing brief oral significant productions (routines to initiate or sustain a conversation, giving the word, keeping the attention) of typical everyday situations.
- Producing spoken short messages, with logical structure and pronunciation that do not prevent communication (greetings, farewell situations, presentations, Birthdays, etc.)
- Participation in short simple controlled or spontaneous conversations or related simulations on personnel experiences and interests in the classroom.
- Use of appropriate responses to questions formulated by the teacher / colleagues / as in classroom activities
- Identification and progressive development of strategies to overcome communication breakdowns (such as demand for repetition and clarification among others), using verbal and non verbal classroom activities in pairs or groups.
- Consideration of the foreign language as an instrument to communicate and to approach people of other cultures.
- Positive rating on others and their own speeches.
- Use strategies of interaction and cooperation in working with other people.
- Understanding the meaning of a text and to be able to reformulate it in our own language, as a mediation activity to help those who don't understand the foreign language.

Part 2. Reading and writing.

- Understanding of basic instructions to solve/ work out writing activities.
- Matching and identification of the spelling, pronunciation, phoneme and meaning from written models, pictures, words known and upcoming issues related to students in contextualized situations using different visual and computer resources.
- General understanding and identification of specific information on different types of simple authentic and adapted texts (in paper and digital) on topics appropriate to their age and related to the content of other curricula areas.
- Initiative and certain autonomy in reading texts appropriate to their age, interests and proficiency level.
- Using basic reading comprehension strategies: identifying the topic of a text using non-text elements and text, using prior knowledge on the subject, inferring meanings from the text, by comparing similar words or phrases with the languages they already know.
- Recognition of some of the features and conventions of written language and how it differs from oral language.
- Development of a guided writing, such as completing or modifying phrases and simple paragraphs.
- Composition of simple short texts, previously known in oral productions with basic elements of communicative intentions from models learnt using cohesion and various strategies such as planning, writing and revision of the text.
- Carefulness with the written text presentation on paper and digital format using the basic rules of spelling and punctuation and being aware of its importance in written communication.

- Positive assessment of other students' and own written texts, working collaboratively in production and exhibition of tests and integrating them into the classroom routines.
- Using different sources, on paper, digital media, to gather information and conduct individual and group tasks.
- Understand the meaning of a text and reformulate it into their own language as a mediation activity to help those who don't understand the foreign language.

Part 3. Content - Language knowledge.

- Identification of most common morphological elements we use in language like nouns, verbs, the adjective, adverb or preposition and basic connectors of addition, enumeration and order.
- Identification of the use of common expressions, of simple idioms and phrases and vocabulary related to specific contexts, daily routines and of the content of other curriculum areas.
- Identification of basic antonyms in common use.
- Use of structures and basic functions related to daily routines and predictable situations.
- Identification of phonemes of special difficulty.
- Recognition and production of basic patterns of rhythm, intonation and stress of words and phrases.
- Reflection on learning.
- Application of basic strategies to organize, acquire, remember and use vocabulary.
- Progressive use of learning resources such as dictionaries, reference books, libraries and ICT.
- Guided reflection of the use and meaning of the appropriate grammatical forms according to their communication intention.
- Initiation in self evaluation skills and self-correction of oral and written productions of their own.
- Acceptance of error as part of the learning process and to develop a positive attitude towards overcoming that error.
- Organisation of personal work strategies to advance in the learning process
- Interest in taking advantage of the opportunities of learning in and out of the classroom context.
- Active and cooperative taking part in activities, tasks and group work
- Confidence and initiative to communicate in writing in the foreign language

Part 4 4. Socio-cultural and intercultural awareness.

- Recognize and value the foreign language as a means of a communication tool in the classroom, or with people from other cultures.
- Identification of the main customs and typical lifestyle of the countries and cultures that speak the foreign language in terms of comparison with existing cultural patterns in Galicia, avoiding stereotypes.
- Using appropriate courtesies in social exchanges.

- Knowledge of some relevant historical and geographical lines of the countries that speak the foreign language, obtaining the information by various means, including libraries, the Internet and ICT.
- Concern and initiative in communicating with speakers or learners of the foreign language, using paper or digital media.
- Consider the personal relationships with people from other cultures as a positive value.

1.1.1.3 Assessment. Foreign language.

- Understand the general idea and more relevant information specific to oral messages, face to face or through media, on everyday matters when people speak slowly and clearly.

Through this approach we see the ability of students to understand the main idea of dialogues face to face or issued by audiovisual means, although the whole message may not fully be understood. We will assess whether students identify the meaning of instructions, comments, questions and answers, short dialogues, descriptions and short stories on familiar topics using basic strategies of understanding in spoken messages.

- Communicate orally by participating in conversations on familiar topics or simulations which have been previously worked, using appropriate strategies to facilitate the communication and making an understandable and appropriate speech according to the communication intention.

This criteria evaluates the ability to communicate orally, participating in real or simulated conversations on familiar topics. These try essentially to present and answer questions, exchange ideas and information, share experiences on familiar topics in predictable situations using the language resources and strategies to ensure communication. The productions could be incorrect lexically, phonetically or morphosyntactically but this mustn't impede communication.

- Identify and interpret words and simple and contextualized sentences in meaningful communicative situations for students, with the help of textual and non-textual elements on various topics related to other curriculum subjects.

Through this criteria we can appreciate the ability to understand different texts: instructions, descriptions and short stories, messages, questionnaires, by applying basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know. This criteria also evaluates the ability to read texts, on paper or digital support, either to learn or to enjoy reading using the dictionary when needed.

- Write guided tests in different formats using structures, basic vocabulary and using simple spelling and punctuation.
- This criteria evaluates the competence to write notes, descriptions, electronic and postal correspondence messages. The texts will include common used words, simple sentences. The texts must include clear presentation in paper or digital format.
- In our own language compare everyday life aspects in the two countries, identifying key elements and avoiding stereotypes.

Through this criteria we try to evaluate the interest to know other cultures and if students are aware of the personal enrichment of getting to know other cultures.

- Reformulate in our own language the sense of oral or written texts, on topics previously worked in the classroom, as an activity to help those who don't understand the foreign language.

- Identify and use learning strategies to progress in the learning process.

- This criteria evaluates if the student identifies and uses basic strategies that improve their learning process, such as the ability to get deeper assessing of their progress, reflect on their learning more and better, incorporate the acceptance of error as part of learning process, using different ways to store, memorize and review the vocabulary, correct use of the dictionary to identify the appropriate meaning to the context, use of libraries and ICT to collect, extend or revise aspects worked in the classroom, etc.

- Use of a guided information technology and communication for information, producing messages from models and to establish personal relationships showing interest in their use.

- With this criteria we try to assess the ability of students to use ICT as a tool for communication and learning in the classroom daily activities and personal relationships in a guided way. The communications will focus on family issues set and previously worked from models. We will also take into account the attitude towards the use of foreign language and the use of diverse languages as personnel enrichment.

- Method 2. Programming with tables

1.2 Lesson plan table

Nº	Title	Description or didactic objectives
1	Who is it?	<ul style="list-style-type: none"> ▪ In this unit we learn parts of the body , adjectives including those related to describing personality and saxon genitive. They'll practice different verbs : to be, to have ▪ Students will listen and understand descriptions and they'll produce their own
2	School lunch	<ul style="list-style-type: none"> ▪ In this unit we'll learn about: food,countries,nationalities and languages ▪ Students will practice: there is /there are, a , an , some any, how much and how many ▪ Listen and understand dialogues ▪ Express about what they like and they don't like, personal información ▪ Write recipes
3	Write me an e-mail	<ul style="list-style-type: none"> ▪ In this unit will learn about how to express daily routines, present simple and ad-verbs of frequency. ▪ Visit to the zoo. riddles about animals ▪ Talking about routines ▪ Talking about the time
4		▪
5		▪
6		▪
7		▪
8		▪
9		▪

1.3 Distribution of the curriculum sequences

(Foreign language- 1 unit example-)

Curriculum of foreign languages	1	2	3	4	5	6	7	8	9	Comments
Objectives										
<ul style="list-style-type: none"> ▪ 1. Listen and understand general and specific oral communication in different situations, adopting an attitude of respect and cooperation with the speaker 	X									
<ul style="list-style-type: none"> ▪ 2. Communicate orally in everyday life situations with some level of autonomy. 	X									
<ul style="list-style-type: none"> ▪ 3. Read and understand different texts of appropriate level according to the abilities and interests of students in order to extract general and specific information and use reading as a source of pleasure and personal enrichment. 										
<ul style="list-style-type: none"> – 3.1 Read and understand different texts of appropriate level according to the abilities and interests of students 	X									
<ul style="list-style-type: none"> – 3.2 Extract general and specific information from a text 	X									
<ul style="list-style-type: none"> – 3.3 Use reading as a source of pleasure and personal enrichment.. 										
<ul style="list-style-type: none"> ▪ 4. Write simple texts for various purposes on different topics using appropriate re- 	X									

Curriculum of foreign languages	1	2	3	4	5	6	7	8	9	Comments
sources with cohesion and coherence.										
<ul style="list-style-type: none"> ▪ 5. Effective use of the phonetic, lexical, and functional, structural basic components of the foreign language in real communication contexts. 										
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 5.1 Effective use of the phonetic components 	X									
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 5.1 Effective use of lexical components of the foreign language in real communication contexts. 	X									
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 5.3 Effective use of functional, structural basic components of the foreign language in real communication contexts 	X									
<ul style="list-style-type: none"> ▪ 6. Develop autonomy in learning, reflecting on the own process of language acquisition by transferring to foreign languages communication skills and strategies learned in other languages. 										
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 6.1 Develop autonomy in learning, reflecting on their own process of language acquisition 	X									
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 6.2 Transfer communication skills and strategies learned in other languages to new foreign languages. 	X									
<ul style="list-style-type: none"> ▪ 7. Find, select and present information orally and written in the foreign language using every means at their use: libraries, TIC and learning strategies. etc. 	X									
<ul style="list-style-type: none"> ▪ 8. Consider the foreign language and languages in general, as a means of access to information, as a learning tool of diverse content, as a means of communication and understanding among people from different backgrounds, languages and cultures avoiding any kind of discrimination of linguistic and cultural stereotypes. 										
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 8.1 Consider the foreign language and languages in general, as a means of access to information 	X									
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 8.2 Consider the foreign language as a learning tool of diverse content. 	X									
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 8.1 Consider the foreign language as a means of communication and understanding among people from different backgrounds, languages and cultures avoiding any kind of discrimination of linguistic and cultural stereotypes 										
<ul style="list-style-type: none"> ▪ 9. Show a receptive professional attitude and self-confidence in one's ability to learn and use a foreign language 	X									
<ul style="list-style-type: none"> ▪ 10. Learn the most important cultural elements of the countries where the foreign language is spoken, relate cultural aspects of these countries with our own and reject negative stereotypes. 	X									
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 10.1 Learn the most important cultural elements of the countries where the foreign language is spoken 										
<ul style="list-style-type: none"> <ul style="list-style-type: none"> – 10.2 Establish relationships between the cultural aspects of these countries with our own and reject negative stereotypes. 										

Curriculum of foreign languages	1	2	3	4	5	6	7	8	9	Comments
Contents. FOREIGN LANGUAGE. Year one										
Part 1. Listening, speaking and talking.										
<ul style="list-style-type: none"> ▪ Understanding of simple and basic oral messages for classroom activities 	X									
<ul style="list-style-type: none"> ▪ Understanding of simple texts recorded in different multimedia formats, connected to their interests and with the support of images, sounds or mime. 	X									
<ul style="list-style-type: none"> ▪ Use basic strategies to understand spoken messages: anticipation of the general content of what is heard with the aid of verbal and non verbal language using prior knowledge of the given situation. 	X									
<ul style="list-style-type: none"> ▪ Memorizing brief oral significant productions (routines to initiate or sustain a conversation, giving the word, keeping the attention) of typical everyday situations. 	X									
<ul style="list-style-type: none"> ▪ Producing spoken short messages, with logical structure and pronunciation that do not prevent communication (greetings, farewell situations, descriptions, presentations, Birthdays, etc.) 	X									
<ul style="list-style-type: none"> – Production of spoken short messages, with logical structure and pronunciation: descriptions 										
<ul style="list-style-type: none"> ▪ Taking part in short simple controlled or spontaneous conversations or related simulations on personal experiences and interests in the classroom. 	X									
<ul style="list-style-type: none"> ▪ Use of appropriate responses to questions requested by the teacher / colleagues / as in classroom activities. 	X									
<ul style="list-style-type: none"> ▪ Identification and progressive development of strategies to overcome communication breakdowns (such as demand for repetition and clarification among others), using verbal and non verbal classroom activities in pairs or groups. 	X									
<ul style="list-style-type: none"> ▪ Consideration of the foreign language as an instrument to communicate and to approach people of other cultures. 	X									
<ul style="list-style-type: none"> ▪ Positive rating on others and their own speeches. 	X									
<ul style="list-style-type: none"> ▪ Use strategies of interaction and cooperation in working with other people. 	X									
<ul style="list-style-type: none"> ▪ Understanding the meaning of a text and to be able to reformulate it in our own language, as a mediation activity to help those who don't understand the foreign language. 	X									
Part 2. Reading and writing										
<ul style="list-style-type: none"> ▪ Understanding of basic instructions to solve/ work out writing activities. 	X									
<ul style="list-style-type: none"> ▪ Matching and identification of the spelling, pronunciation, phoneme and meaning from written models, pictures, words known and upcoming issues related to students in contextualized situations using different visual and computer resources 	X									
<ul style="list-style-type: none"> ▪ General understanding and identification of 	X									

Curriculum of foreign languages	1	2	3	4	5	6	7	8	9	Comments
specific information on different types of simple authentic and adapted texts, (in paper and digital), on topics appropriate to their age and related to the content of other curriculum areas.										
<ul style="list-style-type: none"> Initiative and some autonomy to read texts appropriate to their age, interests and proficiency level. 	X									
<ul style="list-style-type: none"> Using basic reading comprehension strategies: identifying the topic of a text using non- text elements and text, using prior knowledge on the subject, inferring meanings from the text, by comparing similar words or phrases with the languages they already know. 	X									
<ul style="list-style-type: none"> Recognition of some of the features and conventions of written language and how it differs from oral language 										
<ul style="list-style-type: none"> Development of a guided writing, such as completing or modifying phrases and simple paragraphs. 	X									
<ul style="list-style-type: none"> Composition of simple short texts, previously known in oral productions with basic elements of communicative intentions from models learnt using cohesion and various strategies such as planning, writing and revision of the text. 										
<ul style="list-style-type: none"> Carefulness with the written text presentation on paper and digital format using the basic rules of spelling and punctuation and being aware of its importance in written communication. 										
<ul style="list-style-type: none"> Positive assessment of other students' and own written texts, working collaboratively in production and exhibition of tests and integrating them into the classroom routines. 										
<ul style="list-style-type: none"> Using different sources, on paper, digital media, to gather information and conduct individual and group tasks.. 	X									
<ul style="list-style-type: none"> Understand the meaning of a text and reformulate it into their own language as a mediation activity to help those who don't understand the foreign language. 										
Part 3. Content - Language knowledge.										
<ul style="list-style-type: none"> Identification of most common morphological elements we use in language like noun, verb, the adjective, adverb or preposition and basic connectors of addition, enumeration and order. 	X									
<ul style="list-style-type: none"> – Identification of most common morphological elements we use in language like ,verb, the adjective and adverb. 										
<ul style="list-style-type: none"> – Identification of most common morphological elements we use in language like the noun. 										
<ul style="list-style-type: none"> – Identification of most common morphological elements we use in language like prepositions and basic connectors of addition, enumeration and order. 										
<ul style="list-style-type: none"> Identification of the use of common expressions, of simple idioms and phrases and vocabulary related to specific contexts, daily routines and of the content of other 	X									

Curriculum of foreign languages	1	2	3	4	5	6	7	8	9	Comments
curriculum areas.										
– Identification of the use of common expressions, of simple idioms and phrases and vocabulary related to specific contexts, daily routines	X									
– Identification of the use of common expressions, of simple idioms and phrases and vocabulary related to the content of other curriculum areas.										
▪ Identification of basic antonyms in common use.	X									
▪ Use of structures and basic functions related to daily routines and predictable situations.	X									
▪ Identification of phonemes of special difficulty.										
▪ Recognition and production of basic patterns of rhythm, intonation and stress of words and phrases.	X									
▪ Reflection on learning.	X									
▪ Application of basic strategies to organize, acquire, remember and use vocabulary.	X									
▪ Progressive use of learning resources such as dictionaries, reference books, libraries and ICT.	X									
▪ Guided reflection of the use and meaning of the appropriate grammatical forms according to their communication intention.	X									
▪ Initiation in self evaluation skills and self-correction of oral and written productions of their own.	X									
▪ Acceptance of error as part of the learning process and to develop a positive attitude towards overcoming that error.	X									
▪ Organisation of personal work strategies to advance in the learning process	X									
▪ Interest in taking advantage of the opportunities of learning in and out of the classroom context.										
▪ Active and cooperative taking part in activities, tasks and group work	X									
▪ Confidence and initiative to communicate in writing in the foreign language	X									
Part 4. Socio-cultural and intercultural awareness.										
▪ Recognize and value the foreign language as a means of a communication tool in the classroom, or with people from other cultures.	X									
▪ Identification of the main customs and typical lifestyle of the countries and cultures that speak the foreign language in terms of comparison with existing cultural patterns in Galicia, avoiding stereotypes										
▪ Using appropriate courtesies in social exchanges.	X									

Curriculum of foreign languages	1	2	3	4	5	6	7	8	9	Comments
<ul style="list-style-type: none"> Knowledge of some relevant historical and geographical lines of the countries that speak the foreign language, obtaining the information by various means, including libraries, the Internet and ICT. 										
<ul style="list-style-type: none"> Concern and initiative in communicating with speakers or learners of the foreign language, using paper or digital media. 										
<ul style="list-style-type: none"> Consider as a positive value the personal relationships with people from other cultures. 	X									
Assessment. Foreign language										
<ul style="list-style-type: none"> Ca1. Understand the general idea and more relevant information specific to oral messages, face to face or through media, on everyday matters when people speak slowly and clearly. 	X									
<ul style="list-style-type: none"> Through this approach we see the ability of students to understand the main idea of dialogues face to face or issued by audio-visual means, although the whole message may not be fully understood. We will assess whether students identify the meaning of instructions, comments, questions and answers, short dialogues, descriptions and short stories on familiar topics using basic strategies of understanding of spoken messages. 	X									
<ul style="list-style-type: none"> – CA1.1 Identify the meaning of instructions, comments questions and answers , short dialogues ... 	X									
<ul style="list-style-type: none"> – CA1.2 Create short descriptions about everyday life using basic strategies of understanding in spoken messages. 	x									
<ul style="list-style-type: none"> CA 2 Communicate orally by participating in conversations on familiar topics or simulations which have been previously worked, using appropriate strategies to facilitate the communication and making an understandable and appropriate speech according to the communication intention 	X									
<ul style="list-style-type: none"> – CA2.1 2 Communicate orally by participating in conversations on familiar topics or simulations which have been previously practised 	X									
<ul style="list-style-type: none"> CA3 Identify and interpret words and simple and contextualized sentences in meaningful communicative situations for students, with the help of textual and non-textual elements on various topics related to other curriculum subjects. 										
<ul style="list-style-type: none"> Through this criteria we can appreciate the ability to understand different texts: instructions, descriptions and short stories, messages, questionnaires, by applying basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know. This criteria also evaluates the ability to read texts, on paper or digital support either to learn or to enjoy reading using the dictionary when needed 										
<ul style="list-style-type: none"> – CA3.1 Understand diverse texts: instructions, e-mails, descriptions, short tales, questionnaires, etc. 										

Curriculum of foreign languages	1	2	3	4	5	6	7	8	9	Comments
– CA3.2 Read texts in digital or paper support in order to learn and enjoy reading, using the dictionary when necessary.										
▪ 4. Write guided texts in different formats using structures, basic vocabulary using simple spelling and punctuation.										
▪ This criteria evaluates the competence to write notes, descriptions, electronic and postal correspondence messages. The texts will include common used words, simple sentences. The texts must include clear presentations in paper or digital format.										
– CA4.1 Write texts with common words simple sentences, using simple spelling and punctuation.										
▪ 5. In our own language compare everyday life aspects in the countries where the language is spoken, identifying key elements and avoiding stereotypes										
▪ Through this criteria we try to evaluate the interest to know other cultures and if students are aware of the personal enrichment of getting to know other cultures.										
– CA5.1 Effective use of phonetic components										
– CA5.2 Effective use of basic lexical components of foreign language in real contexts of communication.										
– CA5.3 Effective use of the most common morphological elements we use in language like prepositions and basic connectors of addition in real contexts of communication.										
▪ CA6. Reformulate in our own language the sense of oral or written texts, on topics previously worked in the classroom, as an activity to help those who don't understand the foreign language.										
▪ CA7. Identify and use learning strategies to progress in the learning process. ▪ This criteria evaluates if the student identifies and uses basic strategies that improve their learning process, such as the ability to get deeper assessing of their progress, reflect on their learning more and better, incorporate the acceptance of error as part of learning process, using different ways to store, memorize and review the vocabulary, correct use of the dictionary to identify the appropriate meaning to the context, use of libraries and ICT to collect, extend or revise aspects worked in the classroom, etc.										
– CA7.1 Reflect on how to improve our own learning more and better.										
– CA7.2 General main acceptance of error as part of the learning process										
– CA7. Use of different ways to store, memorize and review vocabulary										

Curriculum of foreign languages	1	2	3	4	5	6	7	8	9	Comments
<ul style="list-style-type: none"> ▪ CA 8. Use of a guided information technology and communication for information, producing messages from models and to establish personal relationships showing interest in their use 										
<ul style="list-style-type: none"> ▪ With this criteria we try to assess the ability of students to use ICT as a tool for communication and learning in the classroom daily activities and personal relationships in a guided way. The communications will focus on family issues set and previously worked from models. We will also take into account the attitude towards the use of foreign language and the use of diverse languages as personal enrichment 										
<ul style="list-style-type: none"> – CA8. Use of information and communication technology as a communication and learning tool 										
<ul style="list-style-type: none"> – CA8..2 Assess the student's attitude towards the foreign language, their attempts to use it and the attitude towards linguistic diversity as an enriching element 										

2. Lesson plan

2.1 LP 1. Title

Curriculum of the lesson plan

Objectives
<ul style="list-style-type: none"> ▪ 1. Listen and understand general and specific oral communication in different situations, adopting an attitude of respect and cooperation with the speaker
<ul style="list-style-type: none"> ▪ Communicate orally in everyday life situations with some level of autonomy.
<ul style="list-style-type: none"> ▪ 3. Read and understand different texts of appropriate level according to the abilities and interests of students in order to extract general and specific information and use reading as a source of pleasure and personal enrichment.
<ul style="list-style-type: none"> – 3.1 Read and understand different texts of appropriate level according to the abilities and interests of students
<ul style="list-style-type: none"> – 3.2 Extract general and specific information
<ul style="list-style-type: none"> – 3.3 Use reading as a source of pleasure and personal enrichment.
<ul style="list-style-type: none"> ▪ 4. Write simple texts for various purposes on different topics using appropriate resources with cohesion and coherence.
<ul style="list-style-type: none"> ▪ 5. Effective use of the phonetic, lexical, functional, structural basic components of the foreign language in real communication contexts.
<ul style="list-style-type: none"> – 5.1 Effective use of the phonetic components
<ul style="list-style-type: none"> – 5.2 Effective use of the lexical and functional components of the foreign language in real communication contexts
<ul style="list-style-type: none"> – 5.3 Effective use of functional and structural basic components of the foreign language in real communication contexts
<ul style="list-style-type: none"> ▪ 6. Develop autonomy in learning, reflecting on the own process of language acquisition by transferring communication skills and strategies learned in other languages to foreign languages.
<ul style="list-style-type: none"> ▪ 7. Find, select and present information orally and written in the foreign language using every means at their use (libraries, TIC and learning strategies. etc).
<ul style="list-style-type: none"> ▪ 8. Consider the foreign language and languages in general, as a means of access to information, as a learning tool of diverse content, as a means of communication and understanding among people from different backgrounds, languages and cultures avoiding any kind of discrimination of linguistic and cultural stereotypes.
<ul style="list-style-type: none"> – 8.1 Develop their own autonomy in the learning process of language learning .
<ul style="list-style-type: none"> – 8.2 Transfer communication skills and strategies learned in other languages to the foreign language
<ul style="list-style-type: none"> – 8.3 Consider the foreign language as a means of access to information
<ul style="list-style-type: none"> – 8.4. Consider the foreign language and languages in general as a learning tool of diverse contents
<ul style="list-style-type: none"> ▪ 9. Show a receptive professional attitude and self-confidence in one's ability to learn and use a foreign language.
Contents
Part 1. Listening, speaking and talking.
<ul style="list-style-type: none"> ▪ Understanding of simple and basic oral messages for classroom activities
<ul style="list-style-type: none"> ▪ Understanding of simple texts recorded in different multimedia formats, connected to their interests and with support of images, sounds and mime.
<ul style="list-style-type: none"> ▪ Memorizing brief oral significant productions (routines to initiate or sustain a conversation, giving the word, keeping the attention) of typical everyday situations

<ul style="list-style-type: none"> ▪ Producing spoken short messages, with logical structure and pronunciation that do not prevent communication (greetings, farewell situations, presentations, Birthdays, etc.)
<ul style="list-style-type: none"> – Production of short oral messages with logical structure (greetings, farewell, presentations, congratulations, Birthday greetings).
<ul style="list-style-type: none"> – Production of short oral messages with logical structure descriptions
<ul style="list-style-type: none"> – Production of short oral messages with adequate pronunciation
<ul style="list-style-type: none"> ▪ Participation in short simple controlled or spontaneous conversations or related simulations on personal experiences and interests in the classroom.
<ul style="list-style-type: none"> ▪ Use of appropriate responses to questions requested by the teacher / colleagues / as in classroom activities
<ul style="list-style-type: none"> ▪ Use strategies of interaction and cooperation in working with other people.
<ul style="list-style-type: none"> ▪ Understanding the meaning of a text and to be able to reformulate it in our own language, as a mediation activity to help those who don't understand the foreign language.
<p>Part 2. Reading and writing.</p>
<ul style="list-style-type: none"> ▪ Understanding of basic instructions to solve/ work out writing activities.
<ul style="list-style-type: none"> ▪ Matching and identification of the spelling, pronunciation, phoneme and meaning from written models, pictures, words known and upcoming issues related to students in contextualized situations using different visual and computer resources.
<ul style="list-style-type: none"> ▪ General understanding and identification of specific information on different types of simple authentic and adapted texts, (in paper and digital), on topics appropriate to their age and related to the content of other curriculum areas.
<ul style="list-style-type: none"> ▪ Initiative and some autonomy to read texts appropriate to their age, interests and proficiency level.
<ul style="list-style-type: none"> ▪ Using basic reading comprehension strategies: identifying the topic of a text using non- text elements and text, using prior knowledge on the subject, inferring meanings from the text, by comparing similar words or phrases with the languages they already know.
<ul style="list-style-type: none"> ▪ Development of a guided writing, such as completing or modifying phrases and simple paragraphs
<ul style="list-style-type: none"> ▪ Using different sources, on paper, digital media, to gather information and conduct individual and group tasks.
<p>Part 3. Content - Language knowledge</p>
<ul style="list-style-type: none"> ▪ Identification of most common morphological elements we use in language like noun, verb, the adjective, adverb or preposition and basic connectors of addition, enumeration and order.
<ul style="list-style-type: none"> – Identification of most common morphological elements we use in language like the verb and the adjective
<ul style="list-style-type: none"> – Identification and use of most common connectors in simple sentences with vocabulary according to specific situations of everyday life
<ul style="list-style-type: none"> ▪ Identification of basic antonyms in common use.
<ul style="list-style-type: none"> ▪ Recognition and production of basic patterns of rhythm, intonation and stress of words and phrases.
<ul style="list-style-type: none"> ▪ Reflection on learning
<ul style="list-style-type: none"> ▪ Application of basic strategies to organize, acquire, remember and use vocabulary
<ul style="list-style-type: none"> ▪ Guided reflection of the use and meaning of the appropriate grammatical forms according to their communication intention.
<ul style="list-style-type: none"> ▪ Initiation in self evaluation skills and self-correction of oral and written productions of their own.
<ul style="list-style-type: none"> ▪ Acceptance of error as part of the learning process and to develop a positive attitude towards overcoming that error
<ul style="list-style-type: none"> ▪ Organisation of personal work strategies to advance in the learning process
<ul style="list-style-type: none"> ▪ Active and cooperative taking part in activities, tasks and group work
<ul style="list-style-type: none"> ▪ Confidence and initiative to communicate in writing in the foreign language
<p>Part 4; Social and cultural aspects and intercultural awareness</p>
<ul style="list-style-type: none"> ▪ Recognize and value the foreign language as a means of a communication tool in the classroom, or with people from other cultures.
<ul style="list-style-type: none"> ▪ Using appropriate courtesies in social exchanges.
<ul style="list-style-type: none"> ▪ Consider as a positive value the personal relationships with people from other cultures..
<p>Assessment criteria in foreign language learning</p>
<ul style="list-style-type: none"> ▪ CA1. Understand the general idea and more relevant information specific to oral messages, face to face or through media, on everyday matters when people speak slowly and clearly
<ul style="list-style-type: none"> ▪ CA2. Communicate orally by participating in conversations on familiar topics or simulations which have been previously worked, using appropri-

ate strategies to facilitate the communication and making an understandable and appropriate speech according to the communication intention
– CA2.1 Understand the general idea and more specific relevant information to oral messages, face to face or through media even though students may not fully understand them.
– CA2.2 Identify and interpret the meaning of instructions, comments, questions and answers, short dialogues, descriptions on everyday life using basic meaningful skills
▪ CA3 Identify and interpret words and simple and contextualized sentences in meaningful communicative situations for students, with the help of textual and non-textual elements on various topics related to other curriculum subjects
– CA3.1 Be able to communicate orally taking part in diverse conversations (real or simulated) about themes the students are familiar with making presentations, ask and answer questions, exchange ideas and information, tell about experiences on everyday life experiences.
– CA3.2 Identify and make use of some of the strategies used to make progress in learning.
▪ CA4 Write guided tests in different formats using structures, basic vocabulary and using simple spelling and punctuation.
– CA4.1 Write guided tests about everyday life, simple sentences using common morphological elements we use in language like prepositions and basic connectors of addition.
▪ 5. Use and meaning of the phonetic, vocabulary and grammatical forms according to their communication context
– 5.2 Use the appropriate vocabulary in different communication contexts
– 5. Use of the grammatical forms in different communication contexts
▪ CA7. Identify and use skills to go ahead in the learning process .
– CA7.1. Reflect on how to learn more and better
– CA7.2 Incorporate the acceptance of error as part of the learning process
– CA7.3 Use different ways to store, memorize and review vocabulary, correct use of the dictionary to identify the appropriate meaning to the context
▪ CA.8. Use of a guided information technology and communication for information, producing messages from models and to establish personal relationships showing interest in their use.
– CA8.1 Assessment on the students' ability to use ICT as a tool for communication and learning in the classroom
– 8.3 Assess the use of a foreign language and the use of several languages as a personal enrichment

Activities (List and objectives)

Nº	Learning objectives	Title	Description
1	<ul style="list-style-type: none"> Listen and understand the general and specific information in different communicative situations, adopting an attitude of respect and cooperation with the speaker and communicate orally in normal situations is understandable, adequate and with some level of autonomy 	A1. Who is it	In this activity the students work orally by participating in conversations, We organize a game on a famous person. One makes the questions and the others try to know the famous person.
2	<ul style="list-style-type: none"> 2. Communicate orally in normal situations with appropriate degree of autonomy 3. Read and understand different texts of appropriate level to the abilities and interests of students 3.1 Extract general and specific information 3.2 Use reading as a source of pleasure and personal enrichment 4. Write simple texts for various purposes on various topics using appropriate resources with cohesion and coherence. 	A2. Interviews	Students in groups of 6 write an interview from biography. The group puts together the work and in pairs they prepare the interview (one is the celebrity and other the interviewer, the best ones and the others act as public making also questions to the famous person, in this way we can organize an interactive TV programme with the whole class. These programmes will be performed by all groups in different days. The class assesses the team work (each TV programme)
3	<ul style="list-style-type: none"> 2 Communicate orally in normal situations with appropriate degree of autonomy. 	A3. TV programme	Students represent an interactive TV programme. Each group chooses an interviewer's character, a camera a ... other students will be the public. After the interview the other students in the class make to the famous person question, and in this way the TV programme becomes interactive.
4	<ul style="list-style-type: none"> 5. Use effectively the phonetic, lexical components of foreign language in real communication contexts. <ul style="list-style-type: none"> 5.1 Effective use of lexical basic components of foreign language in real communication contexts. 	A4. lexical basic components - Preparing the TV programme <u>Each team performs the interview and the class evaluates them (we do it in different days)</u>	Lexical basic components are learnt integrated in sentences, texts working with the opposites and dialogues. <u>Each team performs the interview</u> <u>The class takes part making an interactive programme and evaluates each performance.</u> <u>(We do each performance in different days)</u>
5	<ul style="list-style-type: none"> 6. Use effectively the phonetic, lexical, and functional, structural basic components of foreign language in real communication contexts. <ul style="list-style-type: none"> 5.2. Effective use of functional, structural basic components of foreign language in real communication contexts 	A5. Grammar	In this task we work with and functional, structural basic components of foreign language in real communication contexts. In this unit we work the past simple
6	<ul style="list-style-type: none"> 5. Use effectively the phonetic, lexical, and functional, structural basic components of foreign language in real communication contexts <ul style="list-style-type: none"> Effective use of the lexical phonetic components of foreign language in real communication contexts. 	A6 "Pronunciation notes"	We work in the languages lab: "sounds and phonetic symbols". We work the consonants (b, c, d etc/ and vowels Students read and interview and make comments
7	<ul style="list-style-type: none"> 5. Use effectively the phonetic, lexical, and functional, structural basic components of foreign language in real communication contexts Students in groups perform their TV programme Students assess their colleagues' work 	A7. Building activities and showing final products -Final product -Final product assessment -Team assessment	We do text activities Students in groups perform their TV programmes Students evaluate other team works and final products
8	<ul style="list-style-type: none"> Consider the foreign language and languages in general, as a means of access to information, as a learning tool of diverse content, as a means of communication and understanding among people from different backgrounds, languages and cultures avoiding any kind of discrimination of linguistic and cultural stereotypes. 	A8 Effective learning method	we work the seven "EILLI dimensions" to improve learning to learn. We use these materials to make students responsible for their own learning We work the functional, structural basic components of foreign language in real communication contexts.
-	<ul style="list-style-type: none"> 8. Improve autonomy in learning, reflecting on the process of language acquisition 		Self evaluation

	<ul style="list-style-type: none"> 8.1 Consider the foreign language and languages in general, as a means of access to information, as a learning tool of diverse content 		
	<ul style="list-style-type: none"> 4. Write simple texts for various purposes on different topics using appropriate resources with cohesion and coherence. 	A9. Write texts in the blog	<ul style="list-style-type: none"> Write an interview to a famous person and publish it in the blog. Some students introduce their interviews and the class reflects on their work: what is good, what should be improved Students work critical thinking

Design activities (association of table activities and curricula elements)

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark	
<ul style="list-style-type: none"> A1. Who is it Guess the name of the famous person through direct questions, with yes / no questions A2. Interviews – T1.2 From a text, write an interview on a famous person A3. TV Programme Students interview a famous person and they practice it. A4. Vocabulary Parts of the body – Adjectives of description – Adjectives of personality – Describing people – Talking on the phone – Vocabulary is learnt integrated in readings, saying the opposites, making dialogues... A5. Grammar – To be – have got – Saxon genitive A6 "Pronunciation notes" "We work in the language lab : – "Sounds and phonetic symbols" capital letters with only one pronunciation (b, c, d etc/ as vowels A7. Building activities – We do lesson 1 activities (from book) A8. Effective learning method – We work the seven "Ellli dimensions" to improve learning to learn A8. Activities in the blog 	Objectives													
	<ul style="list-style-type: none"> 1. Listen and understand general and specific oral communication in different situations, adopting an attitude of respect and cooperation with the speaker 	X		X	X	X	X	X	X	X				
	<ul style="list-style-type: none"> 2. . Communicate orally in everyday life situations with some level of autonomy. 	X		X	X	X			X	X				
	<ul style="list-style-type: none"> 3. Read and understand different texts of appropriate level according to the abilities and interests of students in order to extract general and specific information and use reading as a source of pleasure and personal enrichment. 													
	<ul style="list-style-type: none"> – 3. Read and understand different texts according to students' interests 		X	X	X	X	X	X	X	X				
	<ul style="list-style-type: none"> – 3.2. Extract general and specific information from a text 		X	X	X	X	X	X	X	X				
	<ul style="list-style-type: none"> – 3.4 Use reading as a source of pleasure and personal enrichment.. 		X	X	X	X	X	X	X	X				
	<ul style="list-style-type: none"> 4. . Write simple texts for various purposes on dif- 		X						X	X	X			

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
<ul style="list-style-type: none"> - Write an interview to a famous person and publish it in the blog. 	ferent topics using appropriate resources with cohesion and coherence.												
	<ul style="list-style-type: none"> ▪ . Effective use of the phonetic, lexical, and functional, structural basic components of the foreign language in real communication contexts. 		X	X	X	X	X	X	X	X			
	<ul style="list-style-type: none"> - 5.1 Effective use of the phonetic components 	X		X			X	X	X				
	<ul style="list-style-type: none"> - 5.2 Effective use of lexical components of the foreign language in real communication contexts 		X		X			X	X	X			
	<ul style="list-style-type: none"> - 4.3 Effective use of functional, structural basic components of the foreign language in real communication contexts 	X	X	X	X	X		X	X	X			
	<ul style="list-style-type: none"> ▪ 6. Develop autonomy in learning, reflecting on the own process of language acquisition by transferring communication skills and strategies learned in other languages to foreign languages . 												
	<ul style="list-style-type: none"> - 6.1 Develop autonomy in learning, reflecting on their own process of language acquisition 												
	<ul style="list-style-type: none"> - 6.2 Transfer communication skills and strategies learned in other languages to foreign languages 												
	<ul style="list-style-type: none"> ▪ 7. Find, select and present information orally 												

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
	and written in the foreign language using every means at their use, (libraries, TIC and learning strategies. etc).												
	<ul style="list-style-type: none"> ▪ 8. Consider the foreign language and languages in general, as a means of access to information, as a learning tool of diverse content, as a means of communication and understanding among people from different backgrounds, languages and cultures avoiding any kind of discrimination of linguistic and cultural stereotypes 												
	<ul style="list-style-type: none"> – 8.1 Consider the foreign language and languages in general, as a means of access to information. 	X	X	X	X	X		X	X	X			
	<ul style="list-style-type: none"> – 8.2 Consider the foreign language as a learning tool of diverse content. 		X					X	X	X			
	<ul style="list-style-type: none"> – 8.3 Consider the foreign language as a means of communication and understanding among people from different backgrounds, languages and cultures avoiding any kind of discrimination of linguistic and cultural stereotypes 	X	X	X				X		X			
	<ul style="list-style-type: none"> – 8.4 Consider language and foreign languages in general as a tool for learning diverse contents. 	X	X	X				X	X	X			
	<ul style="list-style-type: none"> ▪ 9. Show a receptive professional attitude and self- 	X	X	X	X	X	X	X	X	X			

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
	confidence in one's ability to learn and use a foreign language												
Foreign language content													
	Part 1. Listening, speaking and talking..												
	<ul style="list-style-type: none"> ▪ Understanding of simple and basic oral messages for classroom activities. Understanding of simple texts recorded in different multimedia formats, connected to their interests and with support of images, sounds and mime. 	X		X	X	X		X	X				
	<ul style="list-style-type: none"> ▪ Memorizing brief oral significant productions (routines to initiate or sustain a conversation, giving the word, keeping the attention), of typical everyday situations 	X		X	X	X	X	X	X				
	<ul style="list-style-type: none"> – Production of short oral messages with logical structure (greetings, farewell, presentations, congratulations to the people in the classroom on their Birthdays. 	X		X	X	X		X	X				
	<ul style="list-style-type: none"> – Production of short oral messages with logical structure. Descriptions 	X		X	X	X		X	X				
	<ul style="list-style-type: none"> – Production of short oral messages with adequate pronunciation 	X		X	X	X		X	X				
	<ul style="list-style-type: none"> ▪ Participation in short simple controlled or spontaneous conversations or related simulations on personnel experiences and interests in the classroom. 	X		X	X	X		X	X				
	<ul style="list-style-type: none"> ▪ Use of appropriate responses to 	X		X	X	X		X	X				

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
	questions requested by the teacher / colleagues / as in classroom activities												
	<ul style="list-style-type: none"> Use strategies of interaction and cooperation in working with other people. 	X	X	X				X	X				
	<ul style="list-style-type: none"> Understanding the meaning of a text and to be able to reformulate it in our own language, as a mediation activity to help those who don't understand the foreign language. 							X	X	X			
	Part 2. Reading and writing.												
	<ul style="list-style-type: none"> Understanding of basic instructions to solve/ work out writing activities. 		X					X	X				
	<ul style="list-style-type: none"> Matching and identification of the spelling, pronunciation, phoneme and meaning from written models, pictures, words known and upcoming issues related to students in contextualized situations using different visual and computer resources. 		X					X	X	X			
	<ul style="list-style-type: none"> General understanding and identification of specific information on different types of simple authentic and adapted texts, (in paper and digital), on topics appropriate to their age and related to the content of other curriculum areas. 		X					X	X	X			
	<ul style="list-style-type: none"> Initiative and some autonomy to read texts appropriate to their age, interests and proficiency level. 							X	X				
	<ul style="list-style-type: none"> Using basic reading comprehension strategies: identifying the topic of a text using non- text 		X					X	X				

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
	elements and text, using prior knowledge on the subject, inferring meanings from the text, by comparing similar words or phrases with the languages they already know.												
	<ul style="list-style-type: none"> Development of a guided writing, such as completing or modifying phrases and simple paragraphs 		X					X	X	X			
	<ul style="list-style-type: none"> Using different sources, on paper, digital media, to gather information and conduct individual and group tasks.. 		X					X	X	X			
	Part 3. Content - Language knowledge												
	<ul style="list-style-type: none"> Identification of basic morphological elements and customary in the use of language like noun, verb, adjective or preposition the basic connectors of addition, enumeration and management 												
	<ul style="list-style-type: none"> – Identification of the most common morphological elements we use in language like the verb, the adjective and the adverb 		X					X	X	X			
	<ul style="list-style-type: none"> – Identification of most common morphological elements we use in language like the noun. 	X	X	X				X	X	X			
	<ul style="list-style-type: none"> Identificación of basic antonyms in common use.. 				X	X		X	X				
	<ul style="list-style-type: none"> Recognition and production of basic patterns of rhythm, intonation and stress of words and phrases. 						X	X	X				
	<ul style="list-style-type: none"> Reflection on learning. 	X		X	X	X	X	X	X	X			

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
	<ul style="list-style-type: none"> Application of basic strategies to organize, acquire, remember and use vocabulary. 				X			X	X				
	<ul style="list-style-type: none"> Guided reflection of the use and meaning of the appropriate grammatical forms according to their communication intention. 					X		X	X				
	<ul style="list-style-type: none"> Initiation in self evaluation skills and self-correction of oral and written productions of their own. 		X	X				X	X	X			
	<ul style="list-style-type: none"> Acceptance of error as part of the learning process and to develop a positive attitude towards overcoming that error. 	X		X	X	X		X	X	X			
	<ul style="list-style-type: none"> Organisation of personal work strategies to advance in the learning process 		X	X				X	X	X			
	<ul style="list-style-type: none"> Active and cooperative taking part in activities, tasks and group work 		X	X				X	X				
	<ul style="list-style-type: none"> Confidence and initiative to communicate in writing in the foreign language 	X	X	X				X	X	X			
	Part 4; social and cultural aspects and intercultural awareness												
	<ul style="list-style-type: none"> Recognize and value the foreign language as a means of a communication tool in the classroom, and with people from other cultures. 	X	X	X				X	X	X			
	<ul style="list-style-type: none"> Using appropriate courtesies in social exchanges. 	X		X				X	X				
	<ul style="list-style-type: none"> Consider as a positive value the personal relationships with people from other cultures.. 	X	X	X				X	X	X			
Assessment criteria. Foreign language													

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
	<ul style="list-style-type: none"> ▪ CA1. Understand the general idea and more relevant information specific to oral messages, face to face or through media, on everyday matters when people speak slowly and clearly 	X		X				X	X				
	<ul style="list-style-type: none"> ▪ CA2. Communicate orally by participating in conversations on familiar topics or simulations which have been previously worked, using appropriate strategies to facilitate the communication and making an understandable and appropriate speech according to the communication intention 	X		X				X	X		<ul style="list-style-type: none"> ▪ TO1 Oral comprehension 	X	15%
<ul style="list-style-type: none"> ▪ Self eval AV-portfolio 1. 												5%	
	<ul style="list-style-type: none"> – CA2.1 Understand the general idea and more relevant information specific to oral messages, face to face or through media although students may not understand them totally 	X		X				X	X		<ul style="list-style-type: none"> ▪ TO1 Oral comprehension. 	X	15%
<ul style="list-style-type: none"> ▪ Self assessment AV-portfolio 1. 												5%	
	<ul style="list-style-type: none"> – CA2.1 Understand the general idea and more relevant information specific to oral messages, face to face or through media even though students may not understand them totally 												
	<ul style="list-style-type: none"> ▪ CA3 Identify and interpret words and simple and contextualized sentences in meaningful communicative situations for students, with the help of textual and non-textual elements on various topics related to other curriculum sub- 	X		X				X	X		<ul style="list-style-type: none"> ▪ TO1 Oral comprehension. 	X	15%
<ul style="list-style-type: none"> ▪ Self assessment AV-portfolio 1 												5%	

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
	jects <ul style="list-style-type: none"> CA3.1 Be able to communicate orally taking part in diverse conversations(real or simulated) on themes the students are familiar with: make presentations, ask and answer questions, exchange ideas and information , talk on everyday life experiences. 												
	<ul style="list-style-type: none"> CA3.2 Identify and make use of learning strategies 										TO4 learning to learn		5%
	<ul style="list-style-type: none"> CA3 Identify and interpret words and simple and contextualized sentences in meaningful communicative situations for students, with the help of textual and non-textual elements on various topics related to other curriculum subjects 		X					X	X		<ul style="list-style-type: none"> TO2 written comprehension and expression 	X	5%
											<ul style="list-style-type: none"> PE1 Written text 	X	55%
												<ul style="list-style-type: none"> Self assessment AV-portfolio. 	
	<ul style="list-style-type: none"> CA4 Write guided tests in different formats using structures, basic vocabulary and using simple spelling and punctuation. CA4.1 Write guided tests about daily routines, simple sentences using the most common morphological elements we use in language such as preposition and basic connectors of addition. 		X					X	X		<ul style="list-style-type: none"> TO2 Written comprehension and expression 	X	10%
												<ul style="list-style-type: none"> Self assessment AV-portfolio 	
	<ul style="list-style-type: none"> 5. Use and meaning of the phonetic, vocabulary and grammatical forms according to their communication context 		X							X			
	<ul style="list-style-type: none"> 5.2 Use the appropriate vocabulary in different 		X							X	<ul style="list-style-type: none"> Interview assessment TO1 Oral comprehension 	X	15%

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
	<p>communication contexts</p> <ul style="list-style-type: none"> 5. Use of the grammatical forms in different communication contexts 										<p>sion</p> <ul style="list-style-type: none"> Self assessment AV-portfolio. 		5%
	<ul style="list-style-type: none"> CA7. Identify and use skills to go ahead in the learning process . 												
	<ul style="list-style-type: none"> CA7.1 Reflect on how to learn more and better CA7.2 .Incorporate the acceptance of error as part of the learning process 										<ul style="list-style-type: none"> TO4 learning to learn 	X	5%
											<ul style="list-style-type: none"> Self assessment AV-portfolio 	X	5%
	<ul style="list-style-type: none"> CA4 Write guided tests in different formats using structures, basic vocabulary and using simple spelling and punctuation. CA4.1 Write guided tests with words used in daily routines, simple sentences routines and of the content of other curriculum areas. 5. Use and meaning of the phonetic, vocabulary and grammatical forms according to their communication context 										<ul style="list-style-type: none"> TO1 Oral comprehension 	X	15%
											<ul style="list-style-type: none"> PE1 Use of the grammatical components 	X	55%
											<ul style="list-style-type: none"> Self assessment AV-portfolio. 	X	5%
	<ul style="list-style-type: none"> 5.2 Use the appropriate vocabulary in different communication contexts 												
	<ul style="list-style-type: none"> 5. Use of the grammatical forms in different communication contexts CA7. Identify and use skills to go ahead in the learning process . 	X	X	X	X	X	X	X	X	X	<ul style="list-style-type: none"> PE1 Use of the grammatical components 		55%
											<ul style="list-style-type: none"> Self assessment AV-portfolio. 		5%
	<ul style="list-style-type: none"> CA7.1 Reflect on how to learn more and better 	X	X	X	X	X	X	X	X	X	<ul style="list-style-type: none"> TO4 about learning to learn 		5%
											<ul style="list-style-type: none"> Self assess- 		

Activities	foreign language Curricula	A1	A2	A3	A4	A5	A6	A7	A8	A9	Indicators and assessment instruments	Minimum required	% weight of the mark
											ment AV-portfolio.		
	<ul style="list-style-type: none"> ▪ CA.8. Use of a guided information technology and communication for information, producing messages from models and to establish personal relationships showing interest in their use. <ul style="list-style-type: none"> – CA8.1 Assess the ability of students to use ICT as a tool for communication and learning in the classroom 	X	X	X	X	X	X	X	X	X	<ul style="list-style-type: none"> ▪ TO3 about the use of ICT 		5%
	<ul style="list-style-type: none"> – 8.3 Assess the use of foreign language and the use of diverse languages as a means of personal enrichment 		X				X		X	X	<ul style="list-style-type: none"> ▪ TO3 about the use of ICT 		5%
	<ul style="list-style-type: none"> ▪ CA.8. Use of a guided information technology and communication for information, producing messages from models and to establish personal relationships showing interest in their use. 										<ul style="list-style-type: none"> ▪ TO3 about the use of ICT 	X	5%
											Self assessment AV-portfolio.		5%

Assessment tools

Assessment tools	Subcriteria Assessment through each tool	Minimum required	% weight of the mark
<ul style="list-style-type: none"> ▪ TO1 oral comprehension 	<ul style="list-style-type: none"> – CA1.1 Understand the general idea and more relevant information specific to oral messages even though you may not understand the whole text. 	X	15%
	<ul style="list-style-type: none"> – CA1.2 Identify and interpret the meaning of short dialogues, descriptions on everyday life using basic skills meaningfully 		
	<ul style="list-style-type: none"> – CA2. Communicate orally by participating in conversations on familiar topics or simulations previously practised, using appropriate strategies to facilitate communication 		
	<ul style="list-style-type: none"> – CA3.1 Understand different texts: instructions, descriptions and short stories, messages, questionnaires. applying basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know 		
	<ul style="list-style-type: none"> – CA5.2 Use of the lexical forms in different communication contexts 		

Assessment tools	Subcriteria Assessment through each tool	Minimun required	% weight of the mark
	– CA5.3 Use of the grammatical forms according to their communication context		
▪ TO2 written comprehension and expression.	– CA3.2 Read texts in digital or paper support in order to learn and enjoy reading, using the dictionary when necessary	X	10%
▪ TO4 learning to learn	– CA7.1 Reflect on how we learn better on our own.		5%
	– CA7.2 Mainstream acceptance of error as part of the learning process		
	– CA7.3 Use different skills to store, memorize and review vocabulary		
▪ TO3 Use of ICT	– CA81 Use of information and communication technology as a communication and learning tool.	X	5%
▪ PE1 written text	– CA3.1 Understand different texts: instructions, descriptions and short stories, messages, questionnaires, by applying basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know.	X	50%
	– CA5.2 Effective use of basic lexical of components of foreign language in real contexts of communication		
	– CA5.3 Effective use of basic structural and functional components of the foreign language in real contexts of communication		
	– CA4.1 1 Write texts with common words in simple sentences, using simple spelling and punctuation.		
	– CA5.2 Effective use of basic lexical components of foreign language in real contexts of communication		
	– CA5.3 Effective use of basic structural and functional components of foreign language in real contexts of communication		
▪ Final prout assessment	– CA81 Use of information and communication technology as a communication and learning tool.		10%
	– CA5.2 Effective use of basic lexical components of the foreign language in real contexts of communication		
	– CA5.3 Effective use of basic structural and functional components of the foreign language in real contexts of communication		
	– CA4.1 1 Write texts with common words in simple sentences, using simple spelling and punctuation.		
	– CA5.2 Effective use of basic lexical components of the foreign language in real contexts of communication		
	– CA5.3 Effective use of basic structural and functional components of the foreign language in real contexts of communication		
▪ Auto AV-.portfolio 1.	– CA1.1 IUnderstand the essential meanings in dialogues delivered face to face, through audivisual means although the dialogues may not be totally understood.	X	5%
	– CA1.2 Identify the meaning of instructions, short dialogues, descriptions, short tales on everyday life themes, using basic skills.		
	– CA2.1 Participation in short simple conversations in the classroom : introduce a theme, ask and answer questions, exchange ideas and information, tell about an experience on every day life, etc.		
	– CA3.1 Understand simple texts: short tales, applying basic skills basic reading strategies such as inferring meanings from context or visual elements or comparison with languages that students know.		
	– CA3.2 Read texts, paper ou digital, media to learn and enjoy reading, using the dictionary when necessary.		
	– CA4.1 Write texts that contain commonly used words, simple sentences and basic connectors.		
	– CA5.2 Effectively use of basic lexical components of foreign language in real contexts of communication.		
	– CA5.3 Effective use of basic structural and functional components of foreign		

Assessment tools	Subcriteria Assessment through each tool	Minimun required	% weight of the mark
	language in real contexts of communication		
	– CA7.1 Reflect on how to learn more and better		
	– CA7.2 Acceptance of error as part of the learning process		
	– CA7.3 Use different ways to store, memorize and review vocabulary		
	– CA81 Use ICT as a communication and learning tool		
			total 100%

Assessment:

- Oral activities in the classroom 15%
- written comprehension and expresion 10 %
- Writen tests 50%
- Use of ICT 5%
- Learning to learn 5%
- Project/Final product 10%
- Self evaluation 5%
- If you need to include a new assesment instrument it should be writen in blue

2.2 Key Competences

Key competences	A1	A2	A3	A4	A5	A6	A7	A8	A9
▪ Communication in the mother tongue		X					X		
▪ Communication in foreign languages	X	X	X	X	X	X	X	X	X
▪ Mathematical competence and		X							
▪ Digital competence			X	X	X	X	X	X	X
▪ .Learning to learn	X	X	X	X	X	X	X	X	X
▪ Social and civic competences	X	X	X	X	X	X	X	X	X
▪ Sense of initiative and entrepreneurship	X	X	X	X	X	X	X	X	X
▪ Cultural awareness and expression	X	X	X	X	X	X	X	X	X

2.3 Key skills

Key skills	A1	A2	A3	A4	A5	A6	A7	A8	A9

Key skills	A1	A2	A3	A4	A5	A6	A7	A8	A9	
▪ Communication	X	X	X	X	X	X	X	X	X	
▪ Team work	X	X	X	X	X	X		X	X	
▪ Critical thinking	X	X	X	X	X	X			X	
▪ Creative thinking	X	X	X	X	X				X	
▪ Process information	X	X	X		X				X	
▪ Taking decisions	X	X	X						X	
▪ 6.Problem Solving.			X						X	
▪ Autonomous learning	X	X	X	X	X	X	X	X	X	

3. Tasks table

What we are going to do	How to do it		What we create?	With what?	How and with what instrument do we assess?	Timing (sesións)
Activity (Title and Description)	Teacher's tasks	Students' tasks	Activity Results	Resources	Assessment Instruments	
<ul style="list-style-type: none"> A1. Who is it? Guess through direct questions. Yes/No questions answers. The teacher / student proposes various famous people, the class must guess the name by asking questions 	<ul style="list-style-type: none"> Tp1.1 Poll knowledge synthesizing prior acquired skills. Tp1.2 A famous person is proposed and the students ask questions to guess who it is. TP 1.3 A teacher proposes a famous person. Students in the class try to guess who it is. Tp1.4 The questions and answers integrate guided reflection on the use and meaning of grammatical forms appropriate to different communicative intentions: Verb to be / To Have Tp1.5 "Saxon genitive" we introduce it with a PPT presentation of <i>the Simpsons</i>. 	<ul style="list-style-type: none"> Ta1.1 Students guess who the celebrity is. - A Student reports the choice of a celebrity to the class. - Annotation and reflections on possible incidents that may arise in the presentation of celebrities. 	<ul style="list-style-type: none"> Formulate questions and answers PPT texts. Report on the activities we have done. 	<ul style="list-style-type: none"> Based on previous knowledge we'll organize oral activities 	<ul style="list-style-type: none"> Through the active participation of students in language exchanges Assessing PPT texts. <u>Instruments:</u> TO1 Oral comprehension Self eval AV-.portfolio 1. 	1/2
		<ul style="list-style-type: none"> Ta1.2., Ta1.3, Ta1.4 Students must guess who it is. Construction of sentences that include grammatical forms appropriate to different communicative intentions: Verb to be / and, or "Saxon genitive" 	<ul style="list-style-type: none"> Games: about celebrities. 	<ul style="list-style-type: none"> Based on previous knowledge we'll organize oral activities 	<ul style="list-style-type: none"> <u>Instruments:</u> TO1 Oral comprehension Self eval AV-.portfolio 1. 	
		<ul style="list-style-type: none"> Ta1.5 Students write the sentences that will appear in the PPT 			<ul style="list-style-type: none"> <u>Instruments:</u> TO2 written comprehension 	
<ul style="list-style-type: none"> A2. Interviews From a text, draw up an interview to a celebrity. - Students read (in pairs) the biography of a celebrity and elaborate questions and answers about this person. 	<ul style="list-style-type: none"> Tp2.1 The teacher introduces the activity to students. The teacher will make sure that students understand the activity 	<ul style="list-style-type: none"> Ta2.11 Students in pairs read the text on the celebrity chosen. From a biography, students will be able to extract the questions and answers. Students, once they have worked comprehension, write the questions and answers of the interview. 	<ul style="list-style-type: none"> Interviews to celebrities Report on the practical activities. 	<ul style="list-style-type: none"> Texts on celebrity biographies 	<ul style="list-style-type: none"> Teacher's correction Collaborative assessment of the best works <u>Instruments:</u> TO1 Oral comprehension Self eval AV-.portfolio 1. 	1/2
<ul style="list-style-type: none"> A3. TV programme In this task every two students will represent the interview - Following the procedure in a TV set, the two students will perform the interview. Questions to the famous person can follow, so that the programme becomes in- 	<ul style="list-style-type: none"> Tp3.1 The teacher explains that every two students will undertake an interactive TV programme: interview a celebrity. One student is the interviewer and the other is the celebrity. They use text from activity 2. The group organizes the video re- 	<ul style="list-style-type: none"> Ta3.1. Performance and recording of the interview. - An oral interview: procedure - Prepare the recording - recording the interactive TV programme 	<ul style="list-style-type: none"> Memory-report on the results of practical activities. 	<ul style="list-style-type: none"> Videocamera Cards for signs of videorecording 	<ul style="list-style-type: none"> Student rating Teacher rating <u>Instruments:</u> Project/Final product Self evaluation 	1+1/2

What we are going to do	How to do it		What we create?	With what?	How and with what instrument do we assess?	Timing (sesións)
Activity (Title and Description)	Teacher's tasks	Students' tasks	Activity Results	Resources	Assessment Instruments	
teractive	<ul style="list-style-type: none"> ording the public can also ask questions to the celebrity at the end of the interview. <u>Each team performs the interview and the class evaluates them (we do it in different days)</u> 	<ul style="list-style-type: none"> – Class interview rate Ta3.2 create a video with movie maker 	<ul style="list-style-type: none"> A video with various interviews <u>A performance of each team in the classroom in different days</u> <u>An evaluation of the class on each performance</u> 	<ul style="list-style-type: none"> Movie Maker to Create the video 	<ul style="list-style-type: none"> eval AV-.portfolio 1. The teacher reviews the Videos. <u>Instruments:</u> TO1 Oral comprehension Self eval AV-.portfolio 1. 	
<ul style="list-style-type: none"> A4. Vocabulary Parts of the body – Adjectives of description – Adjectives of personality – Describing people – talking on the phone The vocabulary is learned through integrated readings (<i>The Blind and the Elephant</i>), saying the opposite and making discussions. 	<ul style="list-style-type: none"> Tp4.1 The teacher proposes oral exercises Say the opposites Describe people Work about the tale: "<i>The Blind and the Elephant</i>" Work dialogues. 	<ul style="list-style-type: none"> Ta4.1. Taking part in oral exercises. <ul style="list-style-type: none"> – Say the opposites. – Describe celebrities. – Read the tale "<i>The Blind and the Elephant</i>", work the vocabulary – Take part in dialogues 	<ul style="list-style-type: none"> Work speaking 	<ul style="list-style-type: none"> White board. 	<ul style="list-style-type: none"> Active participation. Use vocabulary adequately Build up correct sentences Be careful with pronunciation. <u>Instruments:</u> TO1 Oral comprehension _PE1 	1/2
<ul style="list-style-type: none"> A5. Grammer To be – Have got – Saxon genitive 	<ul style="list-style-type: none"> Tp5.1 Build up sentences from previous ones Tp5.2 Introduction to" Saxon genitive" we use a PPT about the <i>Power Simpsons</i> 	<ul style="list-style-type: none"> Ta5.1. We work orally the proposed sentences Students do unit 1 on their computer. http://centros.edu.xunta.es/cpiocruce/divei/uni1/unidad.htm. 	<ul style="list-style-type: none"> Oral activities On line interactive activities 	<ul style="list-style-type: none"> ABALAR project (each student has its own computer) 	<ul style="list-style-type: none"> Monitoring and teacher observation <u>Instruments:</u> TO1 Oral comprehension TO2 written comprehension <u>Instruments:</u> TO1 Oral comprehension 	1/2
<ul style="list-style-type: none"> A6 "Pronunciation notes" We work in the lab "sounds and phonetic symbols" as consonants with only one pronunciation (b, c, d etc) and vowels. 	<ul style="list-style-type: none"> Tp6.1 ; Lab practice: "sounds and phonetic symbols" Tp6.1 Do the same with consonants with only one pronunciation (b, c, d etc) and vowels work dialogues in pairs The teacher proposes a listening 	<ul style="list-style-type: none"> Ta6. 1 Students practise sounds and phonetic symbols in the lab Ta6.2 the same with consonants with only one pronunciation (b, c, d etc) and vowels Ta6.13 Students work pronunciation in pair work dialogues. Ta6.14 Students do a listening activity. 	<ul style="list-style-type: none"> Activities in the lab 	<ul style="list-style-type: none"> Language lab 	<ul style="list-style-type: none"> Monitoring and teacher observation using "Optimus" Recording of students practices Listening <u>Instruments:</u> TO1 Oral comprehension 	1/2
<ul style="list-style-type: none"> A7. Building activities Students do activities from Lesson 1(book), – On line Book activities. 	<ul style="list-style-type: none"> Tp7.1 The teacher proposes online activities from the textbook. Tp7.2 The teacher proposes activities 	<ul style="list-style-type: none"> Ta7.1 Students do activities from the book on line 	<ul style="list-style-type: none"> Students book online activities. Workbook activities 	<ul style="list-style-type: none"> Aula Abalar Workbook 	<ul style="list-style-type: none"> On line assessment Review the activities of the class, individually in some 	1/2

What we are going to do	How to do it		What we create?	With what?	How and with what instrument do we assess?	Timing (sesións)
Activity (Title and Description)	Teacher's tasks	Students' tasks	Activity Results	Resources	Assessment Instruments	
	from the workbook	<ul style="list-style-type: none"> Ta7.2 Students do activities taken from the workbook 			cases. <ul style="list-style-type: none"> Instruments: TO1 Oral comprehension PE1 	
<ul style="list-style-type: none"> A8 Effective learning method We work the seven dimensions "learn to learn" <ul style="list-style-type: none"> In this theme we'll introduce the dimension "changing and learning" 	<ul style="list-style-type: none"> Tp8.1 Through a tale we motivate students to become explorers, opposite to being static. Tp8.12 Through the tales we introduce learning as a positive learning process. We try to find out new opportunities to improve the learning process. Tp8.3 Through the proposed activities students become responsible and confident in their personal ability to learn and change. 	<ul style="list-style-type: none"> Ta8.1 Students read the first page and we work vocabulary and comprehension. Ta8.2 Students receive the owl's gift as a positive opportunity. Ta8.3 OR Student seek new learning opportunities. Accepting responsibility to learn and become confident in their personal ability to learn / change. 	<ul style="list-style-type: none"> Examples from students applied to the learning practice 	<ul style="list-style-type: none"> Elli Méthod 	<ul style="list-style-type: none"> Assess the attitudes of students and their commitment and interest in learning Instruments: TO4 learning to learn. 	1/2
<ul style="list-style-type: none"> A9. activities in the blog Make an interview to a celebrity and publish it in a blog. 	<ul style="list-style-type: none"> tp9.1 A teacher asks students to write an interview with a famous person (students may use a document) on the blog. tp9.2 Students will be assessed in the correction in the texts, creativity and presentation: images, ... 	<ul style="list-style-type: none"> ta9.1 Students will write a blog in an interview with a famous person (students may use a document base) 	<ul style="list-style-type: none"> Articles in the blog 	<ul style="list-style-type: none"> e-journal ABALAR classroom 	<ul style="list-style-type: none"> Articles will be rated by the teacher. Those articles that are not good enough won't be published. The teacher will discuss individually the interviews published. Instruments: TO2 written comprehension 	1/2
<ul style="list-style-type: none"> A10. Final assessment 	<ul style="list-style-type: none"> tp9.1 The teacher applies assessment tasks: tp9.2 Listening tp9.3 Reading tp9.4 Writing test 	<ul style="list-style-type: none"> Ta10 Assessment work. 	<ul style="list-style-type: none"> Diverse assessment tests 	<ul style="list-style-type: none"> Lab written tests 	<ul style="list-style-type: none"> Oral expression Listening comprehension Writing Reading comprehension Instruments: TO2 written comprehension TO1 Oral comprehension PE1 written texts 	1

Examples of Best Practices

3. Examples of best practices



“Towards the development of deeper learning and transferable lifelong skills through the use of European Key Competences”
(Key European Learning)

Title of the product:	Personajes / Characters
Proposing teacher(s)	Milagros Trigo / M ^a Jesús Castro
Country	Spain
Language	Spanish
Target group	Year 6 Primary and Secondary (difficulty according to students age)
Topic(s) addressed	The Quijote and the most famous Spanish writer: Cervantes
The motivation to produce this approach/material	ICT is the key to modernising the educational activity. ICT-based education gives us the opportunity to implement innovation, open to new ideas and to raise quality in teaching and learning. Cervantes is the most important writer in Spanish Language, his most important book is “The Quijote”, but children don’t like it very much, with this activity we will ask our students to re-write the most popular chapters of “The Quijote” and illustrate them so that other children can understand and get a better knowledge of this important book. We also aim to disseminate this book to students in other countries – Schools in Devon-
Type of material: (Webquest, approach, lesson plan...)	A lesson plan with very specific information, interactive activities and a project that students should implement .
Concise description of the content	Through the site students get to know the writer and the most important characters in “The Quijote” , students have the opportunity to do acrostics. The final product is a project in which, in teams of 2/3, students rewrite a chapter of the book and illustrate it. All the chapters are published on a site so that these works will contribute to help other students to learn more about this important book of the Span-

	ish literature. Each team presents the chapter to the class and the class evaluates their work.
Methodology	Learning by doing and learners' centred approach.
Key competences implemented	Communication in the mother tongue; digital competence; Learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression.
Transversal skills worked	Process information; autonomous learning; taking decisions; critical thinking; creative thinking; team work; communication, selfevaluation; taking responsibility of own learning.
Specific results	Students get a better knowledge of the Spanish Literature and its main writer, learn to process information, to change information into knowledge, to communicate their point of view. Students publish their writing on line for others to read.
Impact	Improving teaching skills and confidence through basic ICT skills; implementing a successful e-learning strategy; establish collaborative learning environments. Best Practice. This activity can be used in any school to work any language. Connect with other teachers to share ideas and resources
Lessons learnt	Motivation is very important in the learning process; learners' centred approach contribute to implement transversal competences and soft skills and also contribute to students reflection on their own learning. Teachers reflect on the students' learning and on their own teaching process.
Software needed	Front page; Hot Patatoes; pdf
Technological tools	Whiteboard, notebooks
Time required	Four hours
Internet address	http://centros.edu.xunta.es/cpiocruce/comeniuskey/qj5/index.htm



“Towards the development of deeper learning and transferable life-long skills through the use of European Key Competences “
(Key European Learning)

Title of the product:	Gymkanas
Proposing teacher(s)	Ana sogo, M ^a José Barreiro, Milagros Trigo
Country	Spain
Language:	English
Target group	Year 1 and 2 Secondary
Topic(s) addressed	Visiting London
The motivation to produce this approach/material	<p>With this activity we try students to get the knowledge about the European and British language and culture.</p> <p>Our students have a 1:1 computer, so these materials make possible students select information, take decisions, find practical information, solve problems...</p> <p>To evaluate what students have to achieve we make a contest and we use the voting system with the promithean whiteboard.</p>
Type of material: (Web-quest, approach, lesson plan...)	A gymkana is a collection of clues/questions that lead students to solve different tasks to give the appropriate answer. Students work in pairs and we organise a contest between them.
Concise description of the content:	These Gymkanas are about European countries and London. Students get the knowledge on the Tube use, monuments museums, travel costs, streets, festivals....
Methodology	Learning by doing using 1:1, learners acquire knowledge by finding out the requested information, solving tasks... The teacher organizes a contest for the class and students solve it in pairs. To have the picture of the individual knowledge acquired we use the voting system and the whiteboard.
Key competences implemented	Communication in foreign language, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.
Key skills involved	Process information, learner autonomy, taking decisions, critical thinking. team work, communication, selfevaluation, taking responsibility for their own learning.

Specific results	<p>Students get a better knowledge of the British culture and the city of London, the activities help students to learn to learn, to process information, to change information into knowledge, to become familiar with the search of practical information and connect learners' centred approaches with real life.</p> <p>The activity is very useful to implement the use of 1:1, team and peer work</p>
Impacts	<p>Students gain knowledge on solving real tasks, the activity is motivating for students. Students learn to travel around Europe and in the underground of a big city like London.</p>
Lessons learnt	<p>Motivation is very important in the learning process; it is very important that students learn to solve real tasks and connect the learning process to real life.</p> <p>Students develop transversal and soft skills like entrepreneurship, critical thinking....</p>
Software needed	Word, computer with any browser and access to the internet.
Technological tools	Whiteboard, notebooks and voting system
Time required:	One session for each activity and after they have done 2/3 gymkanas, we need half an hour to make the assessment with the voting system on the promethean whiteboard.
Internet address	<p>http://centros.edu.xunta.es/cpiocruce/comeniuskem/gymkana/gymkana.htm</p> <p>http://centros.edu.xunta.es/cpiocruce/comeniuskey</p>



“Towards the development of deeper learning and transferable life-long skills through the use of European Key Competences “
(Key European Learning)

Title of the product:	Tales with Kerpoof
Proposing teacher(s)	M ^a Luz Gende and Victoria García
Country	Spain
Language:	Galician
Target group	Year 5 and 6 Primary and Secondary
Topic(s) addressed	Tales/creative works Multilingual story, languages (including foreign languages), Literature and creative writing.
The motivation to produce this approach/material	Improving the competences in reading and writing (including foreign languages). Developing the creativity and the imagination. Combining the writing and the illustrations. Developing skills of drawing and illustrations with a computer. Use of the basic tools of edition of texts and publication of works (Kerpoof) Developing organizational activities
Type of material: (Webquest, approach, lesson plan...)	Tales (Creative writing and illustrations)
Concise description of the content:	Ea student creates own tale using Kerpoof , the final product looks very profesional
Methodology	The teacher must introduce and explain the task and the work the pupils should develop. Students must be motivated on the creative aspects, doing the appropriate questions, so that pupils express their ideas adequately in the language of work. The teacher must offer support and help in the use of the technologies as handling of programmes and illustrations, texts and virtual environments. How to show the material in the classroom:

	Students publish their tasks on the Internet and can use the projector to evaluate them, they can read them in their own computer as we have 1:1. We like our students to do collaborative assessment on each task of work.
Key competences implemented	Communication in languages, digital competence, learning to learn, sense of initiative and entrepreneurship, cultural awareness and expression.
Transversal skills worked	Creativity, resilience, learning to learn, decision making, problem solving...
Specific results	Writing stories Improving the competences in reading and writing (including foreign languages). Developing creativity and imagination. Combining writing with illustrations. Developing drawing skills and illustrations with a computer. Use of the basic tool (Kerpoof) for edition of texts and publication. Developing organizational activities
Impacts	The learning is based on the active learning where students keep building on their own knowledge with the help of the teacher who shows the path to follow according to the needs of each student, being conscious that not all the pupils need the same type of help, and supporting the equality of opportunities
Lessons learnt	Motivation is very important in the learning process; it's very important students learn to solve real tasks and connect the learning process to real life Students learn to solve problems, take decisions and to give their opinion on others work
Software needed	Kerpoof and a blog or website to publish students' works.
Technological tools	Whiteboard, Kerpoof, blog/website
Time required	Four sessions (50') including assessment
Website	http://centros.edu.xunta.es/cpiocruce/comeniuskey/tales.htm



“Towards the development of deeper learning and transferable life-long skills through the use of European Key Competences “
(Key European Learning)

Title of the product:	Game/ Juego
Proposing teacher(s)	Milagros Trigo
Country	Spain
Language	English and Spanish
Target group	Year 1 and 2 Secondary
Topic(s) addressed	Visiting the EU
The motivation to produce this approach/material	Students do a webquest, they are asked to produce a game to implement other students' knowledge about other European countries. They have to learn to produce a website which is very motivating for students.
Type of material: (Webquest, approach, lesson plan...)	A webquest.
Concise description of the content:	Practical and cultural information about European countries.
Methodology	Learning by doing using a computer 1:1, learners acquire knowledge by finding out the requested information, solving tasks... The material is used in such a way that other students can learn.
Key competences implemented	Communication in foreign language, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.
Key skills worked	Process information, autonomous learning, taking decisions, critical thinking, team work, communication, self-evaluation; taking responsibility for their own learning and tasks.
Specific results	Students get a better knowledge about the culture of other European countries, the activities help students to learn to learn, to process information, to

	<p>change information into knowledge, to become familiar with the search of practical information and connect learners' centred approach to real life.</p> <p>The activity is very useful to implement the use of 1:1, team and peers work</p>
Impacts	Students gain knowledge on solving real tasks, the activity is motivating for students. Students learn and change information into knowledge.
Lessons learnt	<p>Motivation is very important in the learning process; it's very important students learn to solve real tasks and connect the learning process to real life.</p> <p>Students develop key competences and skills like learning to learn, entrepreneurship, critical thinking....</p>
Software needed	Front Page and a computer with any browser and access to the Internet
Technological tools	Whiteboard, notebooks
Time required	Three sessions of 50 minutes.
Website	http://centros.edu.xunta.es/cpiocruce/comeniuskey



"Towards the development of deeper learning and transferable lifelong skills through the use of European Key Competencies" **(Key European Learning)**

Title of the product:	Enigma / Riddle
Proposing teacher(s)	Milagros Trigo
Country	Spain
Language	Spanish
Target group	Secondary
Topic(s) addressed	EU culture
The motivation to produce this approach/material	Students do research work, critical thinking, problem solving, learning to learn...
Type of material: (Webquest, approach, lesson plan...)	Approach
Concise description of the content	It's a crossword, to solve it students must find information, solve problems...
Methodology	Learning by doing, proactive learning
Key competences implemented	Cultural awareness and expression sense of initiative, learning to learn; communication in the mother tongue...
Transversal skills worked	Critical thinking, process information, learner autonomy, problem solving...
Specific results	Learners' centred approach to implement key competences and soft skills
Impacts	Active learning, students feel responsible for their own learning
Lessons learnt	Learners' centred approaches contribute to lifelong learning, implement self responsibility on own learning...
Technological tools	Front page, Hot potatoes
Software needed	Front page, Hot potatoes
Time required	2 sessions of 50´
Website	http://centros.edu.xunta.es/cpiocruce/comeniuskey



“Towards the development of deeper learning and transferable lifelong skills through the use of European Key Competencies”

(Key European Learning)

Title of the product	The strange case of the "Calixtinus Codex"
Proposing teacher(s)	Milagros Trigo
Country	Spain
Language	English
Target group	Secondary
Topic(s) addressed	Problem solving
The motivation to produce this approach/material	Students apply problem solving competences to a real fact.
Type of material: (Webquest, approach, lesson plan...)	Approach
Concise Description of the content	We introduce the fact that an important book (<i>Calixtinus Codex</i>) from the Middle Ages has been stolen. Students have to find out different theories about the case.
Methodology	Learning by doing, proactive learning.
Key competences implemented	Communication in foreign languages, digital competence, cultural awareness and expression, learning to learn, sense of initiative and entrepreneurship, social and civic competences.
Transversal skills worked	Problem solving, information processing, autonomous learning, creative thinking, decision making.
Specific results	Creative thinking, team work
Impacts	Students are very motivated to learn with this type of materials
Lessons learnt	Motivation is very important in the learning process
Technological tools	Front page, Pdf
Software needed	Front page, Pdf
Time required	4 sessions of 50'
website	http://centros.edu.xunta.es/cpiocruce/comeniuskey



“Towards the development of deeper learning and transferable lifelong skills through the use of European Key Competencies”

(Key European Learning)

Title of the product:	The sea
Proposing teacher(s)	Mar Polo
Country	Spain
Language:	Spanish
Target group	3 years olds (Foundation Stage)
Topic(s) addressed	General knowledge
The motivation to produce this approach/material	Work in projects is a good motivation to implement learners' responsibility and interest
Type of material: (Webquest, approach, lesson plan...)	Tale
Concise Description of the content:	We propose a tale and activities
Methodology	Learning by doing
Key competences implemented	Learning to learn, communication in the mother tongue, social and civic competences, social and civic competences, sense of initiative, cultural awareness and expression.
Transversal skills worked	Creativity, critical thinking, self responsibility...
Specific results	Students get knowledge about the sea world and to be able to communicate ideas, make drawings...
Impacts	Make students take responsibility about their own work and learning.
Lessons learnt	Teamwork
Technological tools	Power Point
Software needed	Power Point
Time required	2 weeks
Website	http://centros.edu.xunta.es/cpiocruce/comeniuskey/activities.htm

4. Collaborative projects



“Towards the development of deeper learning and transferable lifelong skills through the use of European Key Competencies”

(Key European Learning)

Title of the product	Plymouth and A Coruña united by their History
Proposing teacher(s)	Milagros Trigo/ Rose Knight
Country	Spain
Language:	English
Target group	Primary and Secondary (11/12 year olds)
Topic(s) addressed	History
The motivation to produce this approach/material	As the two towns played an important role in the Spanish Armada and the Drake-Norris Expedition, we like students to have the competences, skills and knowledge about their towns and History facts.
Type of material: (Webquest, approach, lesson plan...)	Webquest/approach students produce materials that are very useful to the learning of other students.
Concise Description of the content	A website about the Spanish Armada Dialogues with relevant personalities at that time. These are recorded in radio programmes An excellent video with the performance about Drake in Drake's house.
Methodology	Learning by doing, students learn to process information, implement critical thinking, taking decisions and ICT skills
Key competences implemented	ICT, Team work, foreign languages, social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression.
Key skills worked	Learning by doing, process information, autonomous learning, taking decisions, critical thinking, team

	work, communication
Specific results	Students share knowledge, implement team work, and key skills for lifelong learning. The activity is very useful to implement the use of 1:1, team and peer work.
Impacts	Students are very much motivated, get responsible for their own tasks, they implement foreign languages learning and they learn to perform, record and edit radio programmes.
Lessons learnt	Make real tasks proposals to students is very motivating for them. Learners centred approach tasks help students to develop competences and key skills which will be very useful in their future learning process and lifelong learning
Technological tools	Front page, Audacity, Movie Maker...
Software needed	Any browser
Time required	Four sessions of 50'.
Website	http://centros.edu.xnta.es/cpiocruce/comeniuskey/activities

Other collaborative projects:

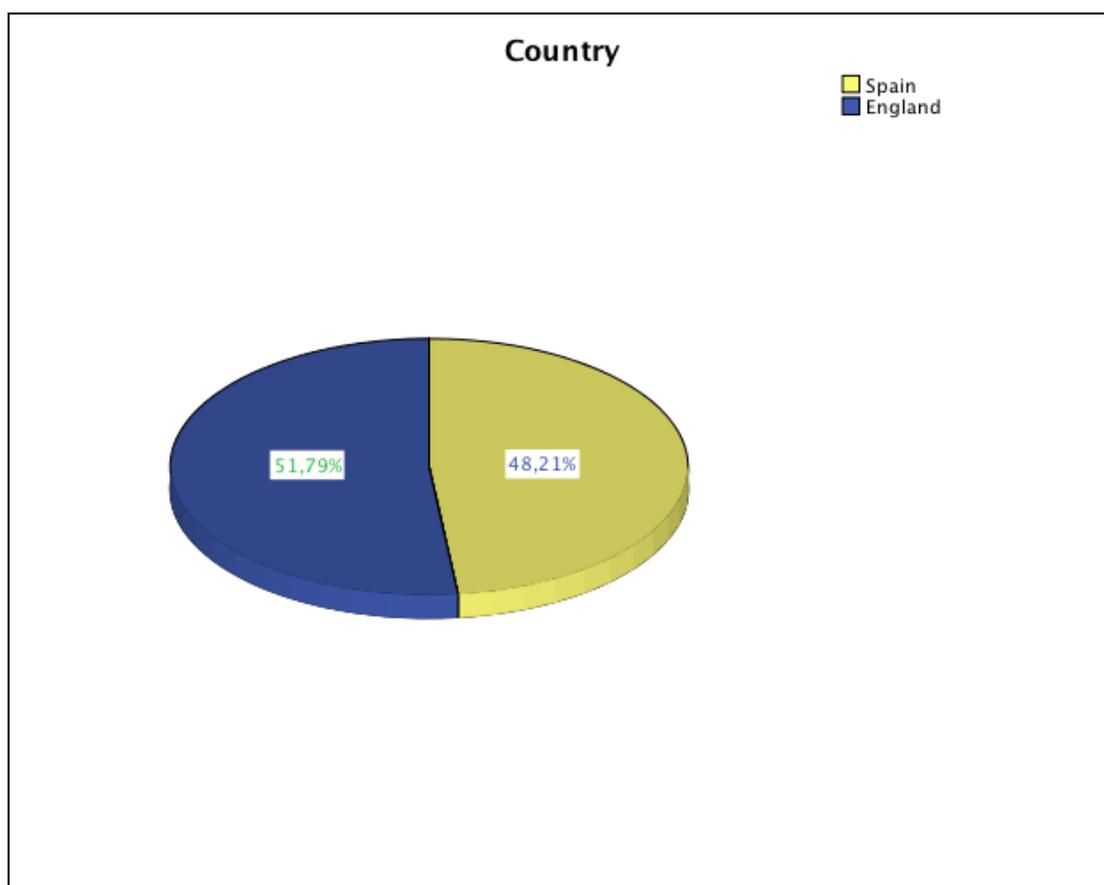
Recipes: Spanish recipes written in English and English recipes written in English and Spanish.

Dances, festivals, logo contest between both countries, blogs....

5. Data collection – REGIO PROJECT Comeniuskey

Country

		Frequency	Percentage	Valid Percent- age	Accumulated Percentage
Valid	Spain	27	48,2	48,2	48,2
	Eng- land	29	51,8	51,8	100,0
	Total	56	100,0	100,0	



Learning to learn

Media

	Country		
	Spain	Eng-land	Total
I feel positive about learning	4,22	3,79	4,00
I take responsibility for my homework	4,26	3,41	3,82
I have confidence in my ability	3,78	3,52	3,64
I enjoy solving problems by looking for and finding solutions	4,07	3,66	3,86
I am able to connect and integrate different knowledge	3,56	3,10	3,32
I am creative; I enjoy trying to find new solutions	4,22	3,76	3,98
I am happy to learn from my mistakes	4,41	4,59	4,50
I don't stop when I face difficulties	3,67	3,83	3,75
I make decisions about how to learn and reflect on them	3,78	3,14	3,45
I can devise effective learning strategies	3,96	3,31	3,63
I am able to work and learn with others	4,52	4,41	4,46
I can work independently by myself when necessary	4,26	4,00	4,13

Critical Thinking

Media

	Country		
	Spain	England	Total
I think in a reasoned manner	4,04	3,48	3,75
I listen to others, but make my own decisions	4,22	4,00	4,11
I recognize the weak points in a line of reasoning	4,00	3,45	3,71
I can argue in a reasoned manner	4,00	3,34	3,66
I can shift my views to other contexts	3,96	3,31	3,63
I assess the credibility of information sources	4,00	3,28	3,63
I can examine texts critically	4,04	3,00	3,50
I recognize when two statements or theories contradict each other	4,04	3,17	3,59
I can perceive and explore implications and consequences	3,67	3,24	3,45
I am able to establish similarities and differences between two statements or theories, and learn from these similarities and differences	4,22	3,48	3,84

Creative Thinking

Media

	Country		
	Spain	England	Total
I can generate a lot of appropriate ideas quickly and easily	4,07	3,48	3,77

I am able to recall information related to our topic quickly and easily	4,04	3,72	3,87
I have the ability to reach conclusions based on minimal evidence	4,07	3,34	3,70
I am able to find solutions to problems by brainstorming	3,93	3,62	3,77
I am able to find solutions to problems by searching for information and making comparisons	4,15	3,52	3,82

Problem Solving

Media

	Country		
	Spain	England	Total
I can describe the problem very well	4,04	3,48	3,75
I can design a concrete plan to find a solution to the problem	4,04	3,28	3,64
I am able to execute the plan to solve the problem	4,15	3,41	3,77
I can evaluate the results of executing the plan	3,96	3,14	3,54

Process Information

Media

	Country		
	Spain	England	Total
I can find the appropriate information sources	4,19	3,66	3,91

I can identify, select and extract the most important information	4,22	3,62	3,91
I can organize the information that I have extracted	4,19	3,79	3,98
I can remember and organize information to communicate the results to others	4,07	3,24	3,64

Autonomous Learning

Media

	Country		
	Spain	Eng-land	Total
I can identify my own goals	4,63	4,14	4,38
I learn about theory by doing things (learning by doing)	4,19	3,82	4,00
I can establish relationship between newly acquired knowledge with prior knowledge	3,85	3,36	3,60
I take responsibility for my own learning	4,67	3,86	4,25
I know about and can use strategies to make my learning easier	4,30	4,04	4,16
I use different resources for learning	4,33	3,89	4,11

Bar graphs

School partners devise a shared curricula theme based on the Key Competences and these are trialled and evaluated by University and Local Authority partners.

The introduction of innovative pedagogies lead to an appropriate development of the schools' curricula. In Galicia the Xunta implemented the curricula in Primary and Secondary schools using the European framework of " Key Competences competences and also Transversal competences." Schools in Plymouth/ Devon operate the UK National Curriculum, currently under review, but which does not explicitly include the European Framework of Key competences. Piloting a curriculum intervention that includes implementation of the European framework of key competences. The participating schools in Galicia and Plymouth/Devon built their curricula around the following principles: communication in a foreign tongue (Key Competence 2), digital competence (4), engaging all pupils in learning to learn (5), and the development of cultural awareness and expression (8). Through the teachers' community participants share materials, elements of initial teacher training and professional development and transfer methods, experiences and materials to enable integration into the teaching practice in both countries. The schools from Plymouth implement the Elli System "The Learning Power"

Pupils are able to initiate and motivate their own learning by the creation of age appropriate activities, which are shared with pupils in partner schools on a VLE, website, web portal and blogs.

See the [bar graphs](#)

We have carried out this questionnaire and after piloting it, we propose to apply it at the beginning and at the end of the school year to see the results in competences and key skills acquired. This will let us know if our methods are going in the right direction and what changes we must implement in our teaching process.

Acknowledgements