



FACULTAD DE EDUCACIÓN DE PALENCIA
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Intervention proposal to improve intercultural relations in Primary Education

Propuesta de intervención para mejorar las relaciones interculturales en Educación Primaria

TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA

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Palencia, 14 de julio de 2023



RESUMEN

La sociedad actual es un crisol conformado por personas procedentes de distintos países que, tal como apunta el Consejo de Europa, enriquecen nuestro mundo con la aportación de otras culturas, lenguas y nuevas perspectivas y valores. Esto supone que nuestras aulas se pueblan con niños y niñas con culturas e idiomas diferentes aunque hayan nacido en nuestro país. Así la educación que estos niños y niñas reciben debe estar centrada en la gran diversidad de manifestaciones culturales en nuestro país y dar una respuesta a esa realidad. Nos encontramos en una sociedad multicultural donde conviven un gran número de personas con diferentes culturas en la que no prima que exista una relación o conexión entre ellas, con uno currículo educativo sustentado en el plurilingüismo, el pluriculturalismo desde un enfoque intercultural.

El trabajo presenta una intervención diseñada para un colegio concreto que tiene como objetivo adaptar la educación a la realidad del centro, una realidad muy similar a la que se desarrolla en la sociedad actual. Con esta intervención se pretende convertir esa realidad multicultural en una pluricultural desde una perspectiva intercultural, donde todas las culturas presentes se relacionen y se prime aquello que nos hace ser similares y no diferentes.

Palabras clave: multiculturalismo, pluriculturalismo, interculturalismo, educación, intervención

ABSTRACT

Today's society is a melting pot of people who, as the Council of Europe points out, enrich our world with the contribution of other cultures, languages and new perspectives and values. This means that our classrooms are populated by children with different cultures and languages, even if they were born in our country. Thus, the education these children receive must focus on the great diversity of cultural manifestations in our country and respond to this reality. We find ourselves in a multicultural society where a large number of people with different cultures coexist and where it is not a priority that there be a relationship or conception between them, with an educational curriculum based on multilingualism, pluriculturalism from an intercultural approach.

The work presents an intervention designed for a specific school that aims to adapt education to the reality of the centre, a reality very similar to that of today's society. The aim of this intervention is to convert this multicultural reality into a pluricultural one from an intercultural perspective, where all the cultures present relate to each other and give priority to what makes us similar and not different.

Key words: multiculturalism, pluriculturalism, interculturalism, education, intervention

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1. INTRODUCTION

The present work tries to demonstrate the achievement of the main competences that a teacher should have acquired along the Degree in Primary Education, specialized in Foreign Language Acquisition, carried out in the academic year 2019/2023. This project reflects the knowledge acquired during the career and the experience of the internship, as well as research skills, reading and analysis of documents.

This work sets up the bases to transform some leading actions in the school educative program (PEC). This transformation pretends to contribute to the improvement of the relations among the students and create a positive and respectful atmosphere among the members of the school. In this work, it is analysed the idea of designing an intervention to achieve several objectives in order to support an important change suggesting a common line of school projects to enhance the intercultural perspective already adopted in the school.

My experience during my internship allowed me to analyse and think about the reality of our society. Nowadays, there are lots of migrations from one place to another, with a different language, a different culture, ... Is very easy to see this in schools, especially in the one I had the chance to develop my internship. Most of the students came from a different culture and that supposed a cultural impact to the reality of the school. Since this is not an isolated event, and even if it were, the school has to be aware of it, preparing all the members of the educational community to relate with different cultures. In the case of this school, the objective is to improve the relationships among all its members with the special interest fixed in students in order to and avoid future discriminatory attitudes.

To reach this aim we have to transform this multicultural school into a pluricultural one promoting intercultural relations among all the cultures that live together in the school, not only among the students but also among the families, teachers and the rest of the school workers. As it was said before, it is not an easy process but the present proposal could be a small contribution to help the staff with the design of a School Educative Program adding four general activities where students face the analysis not only of their differences but especially emphasizing all features, they share which would bring cultures closer despite coming from different countries where traditions, beliefs and values seem to be very different.

The first part of the work offers the supporting ideas as well as the theoretical background of the intervention proposal. The second part is the design of the intervention proposal regarding the programs of the school and the educational program.

2. OBJECTIVES

This project aims to demonstrate the acquisition of some of the most relevant competences and objectives required on the Primary Education Degree Memory (Comisión Intercentros de la Universidad de Valladolid, 2010) created by the Governing Council of the University the 11th of March, 2008.

The objectives develop among all the career that are develop in this final work are:

- *Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar.*
- *Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto a los derechos humanos que conformen los valores de la formación ciudadana.*
- *Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. Estimular y valorar el esfuerzo, la constancia y la disciplina personal en los estudiantes.*
- *Colaborar con los distintos sectores de la comunidad educativa y del entorno social. Asumir la dimensión educadora de la función docente y fomentar la educación democrática para una ciudadanía activa (p. 25-26)*

In the same way as before, the Primary Education Degree Memory (Comisión Intercentros de la Universidad de Valladolid, 2010) established the specific competences develop among all the career that are develop in this final work are:

- *Potenciar la formación personal facilitando el auto conocimiento, fomentando la convivencia en el aula, el fomento de valores democráticos y el desarrollo de actitudes de respeto, tolerancia y solidaridad, rechazando toda forma de discriminación. Esta competencia se concretará en el desarrollo de habilidades que formen a la persona titulada para:*
 - a) *Potenciar la formación personal facilitando el autoconocimiento, la estima personal, la capacidad de establecer relaciones de grupo, la actitud solidaria y democrática.*

- b) *Diseñar y regular espacios de aprendizaje en contextos de diversidad y que atiendan a la igualdad de género, a la equidad y al respeto a los derechos humanos que conformen los valores de la formación ciudadana.*
- c) *Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos.*
- d) *Potenciar el fomento de valores democráticos, con especial incidencia en los de tolerancia, solidaridad, de justicia y de no violencia y en el conocimiento y valoración de los derechos humanos.*
- e) *Facilitar el conocimiento de la realidad intercultural y el desarrollo de actitudes de respeto, tolerancia y solidaridad hacia los diferentes grupos sociales y culturales.*
- f) *Desarrollar la capacidad de analizar críticamente y reflexionar sobre la necesidad de eliminar toda forma de discriminación, directa o indirecta, en particular la discriminación racial, la discriminación contra la mujer, la derivada de la orientación sexual o la causada por una discapacidad (p. 36-37).*

In a more specific way, attending to the Teaching-Learning of Languages, there are several competences important that are develop in this work:

- *Adquirir conocimiento lingüístico (fonético-fonológico, gramatical y pragmático) y sociocultural de la lengua extranjera.*
- *Ser capaz de desarrollar actitudes y representaciones positivas y de apertura a la diversidad lingüística y cultural en el aula.*
- *Ser capaz de planificar el proceso de enseñanza – aprendizaje de una lengua extranjera, seleccionando, concibiendo y elaborando estrategias de enseñanza, tipos de actividades y materiales en función de la diversidad de los alumnos (Comisión Intercentros de la Universidad de Valladolid, 2010, p. 44-45).*

According to the Teaching Guide of this Final Project (Universidad de Valladolid, 2022) there are general and specific objectives that can be identified in this work.

The objectives are encompassed in:

1. Drawing up the Final Degree Project Report.
2. To publicly present the main lines of the Final Degree Project.

3. Discuss and debate the observations and questions formulated by the Assessment Committee.

The specific objectives that are develop in this final work are:

- *Fomentar la convivencia en el aula y fuera de ella, resolver problemas de disciplina y contribuir a la resolución pacífica de conflictos. Estimular y valorar el esfuerzo, la constancia y la disciplina personal en los estudiantes.*
- *Conocer la organización de los colegios de educación primaria y la diversidad de acciones que comprende su funcionamiento. Desempeñar las funciones de tutoría y de orientación con los estudiantes y sus familias, atendiendo las singulares necesidades educativas de los estudiantes. Asumir que el ejercicio de la función docente ha de ir perfeccionándose y adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida.*
- *Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural.*
- *Comprender la función, las posibilidades y los límites de la educación en la sociedad actual y las competencias fundamentales que afectan a los colegios de Educación Primaria y a sus profesionales. Conocer modelos de mejora de la calidad con aplicación a los Centros educativos (p. 7-8)*

Personally, there are several goals or objectives that I want to achieve in relation to the development of the intervention proposal. These objectives are related with my experience during my internship.

- Increase my knowledge about special terms associated to pluriculturalism, multiculturalism and interculturalism.
- Have a deeper knowledge about interventions that can improve relationships based on diversity.

According to the development of a suitable proposal these are the objectives that are going to be developed.

- Improve good relationships between the students of the school based on respect and value of otherness.
- Provide them with the necessary tools to help the pupils to solve their conflicts on their own but with an adult supervision.

- Create a healthy and respectful atmosphere based on the diversity of cultures.
- Include the families in this process to get students deeply involved in these interventions.
- Approach each culture to the rest of the students, school workers, teachers and families.

To develop these objectives, there are four different activities based on the socio-cultural context of my internship school to improve and develop intercultural relationships among the students based in respect and tolerance and without prejudices or stereotypes in relation to their cultures. Make a respectful and healthy atmosphere in which they can relate with each other as kids.

3. JUSTIFICATION

As it was mentioned before, the objectives of this project have led me to design a proposal to improve the school atmosphere by making pupils relate between each other in a much more respectful way and without taking into account the stereotypes they may have in relation to different cultures. The school has already introduced several activities as well as objectives in their educative school program to develop during the school year with the intention of creating a pluricultural context. They have made really good improvements according to the relations between two of the main cultures in the school but this intervention proposal wants to improve them.

During my last internship I was lucky enough to be at school in the province of Palencia for three months. This school offers a multicultural context where 57% of the students are from different cultures. The dominant cultures are students from Moroccan culture (with Islamic values and culture) are students born in Spain of Roma ethnicity (with Roma traditions and values, as well as different religious believes) besides we can find a few students from Latin America, in particular from El Salvador, including in some cases, different religious believes. In this kind of contexts where there are several cultures coexisting conflicts arise because every culture has their own stereotypes on others. One of these conflicts led me to decide that I want to help by designing a proposal with the aim of improving the relations between the pupils in order to create a school atmosphere based in respect and tolerance with all the students independently of their cultures, believes, languages or country origin. The school has contributed to the creation of a common school culture in relation to all members of the school community, including the village in which it is located and the surrounding area, where many pupils come from. This initiatives on the part of the school motivated me and allowed me to design certain activities to help this school culture to grow by placing special emphasis on the relationships among pupils with respect to their culture and county origin.

There is a strong similarity with the social context in British schools, where there are lots of cultures living together in the same school and where they have implemented interventions with the same aim. In the *Index for Inclusion* (Booth et al., 2006) document, there are mentioned a big number of tools and initiatives that have been used in the school during a period of time to improve and make an evolution in the operation of the school. The implementation of this type of documents and interventions were useful and improved the results in the relations between the students. So, if it worked in a similar context, why wouldn't it work in this school?

According to the Common European Framework of Reference for Languages (Council of Europe, 2001), schools with a multicultural context should adopt an intercultural approach. This means that in a multicultural context, with several cultures coexisting in the same place, they have to make relations and connections between the different cultures, that means, create an intercultural context. This European regulation influences every educational regulation at national level, which means that it has to be implemented in all schools of the different countries in Europe. Therefore, an intervention is necessary to develop an intercultural education perspective in multicultural contexts.

4. THEORETICAL BACKGROUND

In order to carry out the intervention proposal, it is necessary to carry out research in order to lay the foundations of this document. We will dive into specific bibliography in order to know the meaning of important terms such as interculturalism, multiculturalism or pluriculturalism among others. Another important aspect is to have knowledge of processes to develop inclusion in schools as well as to know the normative framework that regulates intercultural education at international and national level.

4.1. MULTICULTURALISM AND PLURICULTURALISM IN INTERCULTURAL APPROACH.

Lots of different cultures coexist in our society now a days because of the number of migrations caused by social, political or economic factors. That's the reason why our society is a multicultural society.

According to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020) multiculturalism refers to the existence of several cultures in the same place. This theoretical and policy model, recognise that every culture, race or ethnicity deserves a special treatment according to their differences within the dominant culture. This term works to eliminate exclusion of this groups but doing so by categorising this minority groups by race, religion or ethnicity, can increase the differences between these groups and cause separation or segregation.

Multilingualism/multiculturalism understands the relationship between different languages and cultures in separate ways, they coexist in the same place without having relations between them (Council of Europe, 2020).

With this definition of multiculturalism, we can consider that we live in a multicultural society that has to evolucionate and create relations among other cultures as a response of the reality of our society.

Pluriculturalism as well as plurilingualism, gives more importance to the different languages and cultures in our society. This theoretical model focus on the interconnections of the different languages and cultures giving more importance to the things they have in common than the differences between them (Council of Europe, 2001). A Pluricultural society will be a society in which coexists several cultures and languages that are interconnected and with the intention of showing the things we have in common instead of the factors that differentiate us, as societies based on multicultural premises do.

In a multicultural society and with the current social reality, it is important that education responds to this reality by promoting relations among cultures with the intention of creating a pluricultural society by giving an intercultural education.

Interculturalism is a policy model with the objective of ensuring equality and cohesion in culturally diverse societies. This model encourages the connection and relations between people of different cultures, beliefs and origins with the intention of mobilising the contributions of all the people for the development of the society they are part of (Council of Europe, 2020)

In the other hand, the CEFR (Council of Europe, 2020) it is defined as:

Intercultural education challenges prejudices and negative stereotyping, provides opportunities for children of different cultures to build trust and mutual respect, and create thereby favourable learning conditions for all pupils, irrespective of their nationalities, origins, languages, sexual orientation or gender identity, religions/beliefs. Cultural and other diversities, including multilingualism, are treated as positive opportunities and are nurtured accordingly (p. 4)

Intercultural education today is an enrichment for all pupils and also for the members of the educational community. This education provides a series of tools so that future generations know how to cope in a plural society where values such as respect, tolerance and equality are fundamental for their personal development and members of a pluricultural society.

The different terms defined above have been a journey through the functioning of our society and the evolution that is taking place given the social and cultural context in which we find ourselves. This is why education must also evolve towards true inclusion. Therefore, it is important to know what inclusion is and how to achieve it.

According to the CEFR (Council of Europe, 2020) inclusion is defined as:

Inclusion is the goal of intercultural integration policies that value diversity and aim to afford equal rights and opportunities by creating conditions which enable the full and active participation of every member of society based on a common set of values, a shared sense of belonging to the city/community, and a pluralist local identity (p. 2)

As it is said in the quote before, inclusion involves the feeling of belonging to the community and a series of values like equal rights and opportunities for everyone.

Inclusion implies that all members of our society feel that they belong to the community and that they have the same rights and equal opportunities as everyone else. Achieving true inclusion is difficult because establishing connections and meeting points between cultures requires the involvement of the whole society, not just those who come from abroad. Therefore, it is important to start from the earliest education where it will be easier to establish relationships and disregard stereotypes towards other cultures.

Another important concept in this area of education is diversity, not only cultural or linguistic but also at the social class, beliefs, physical appearance...

Diversity is what makes our society so varied and rich where we are all special in different ways. Diversity implies a difference between people based on different factors but within those differences it is important to be clear about what holds us together and what we have in common so that this diversity is dealt with in an intercultural way and showing respect for all that makes us equal and different (Council of Europe, 2020).

Finally, I would like to point out that all the concepts mentioned and developed above converge in another vital concept, equality. Equal rights, equal opportunities, equality between men and women, equality between immigrants and residents. An inclusive, multicultural society from an intercultural perspective must be egalitarian.

“Equality: The equal respect and access to rights and opportunities for every individual, in dignity and without discrimination” (Council of Europe, 2020, p. 1)

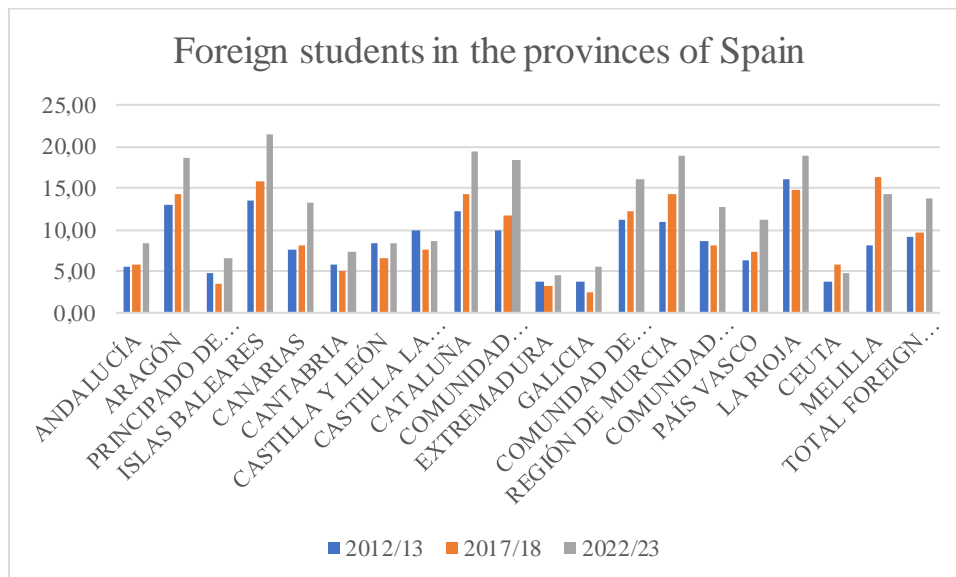
4.2. SOCIO-CULTURAL CONTEXT OF OUR COUNTRY

As I mentioned in the previous section, the social reality of our country is based on the migrations that take place. Therefore, it is important to know the context in our country in relation to these migrations and to know the number of foreign pupils present in our schools, whether public or private. In this way, we become more aware that intercultural education is indispensable in our schools given the social reality that follows.

Firstly, the data on the enrolment of foreign students are distributed by academic year, so in order to be able to see how they have evolved, I have compiled data for the academic years 2012-2013, 2017-2018 and 2022-2023. There is a five-year margin between these years, which allows us to observe the evolution that has taken place in relation to the arrival of foreign students.

Figure 1:

Foreign students in the provinces of Spain



Note: This graphic shows the percentage of foreign students in the provinces of Spain in the school years 2012-2013, 2017-2018 and 2022-2023. All the information came from [EDUCAbase](#) from the *Ministerio de Educación y Formación Profesional de España*.

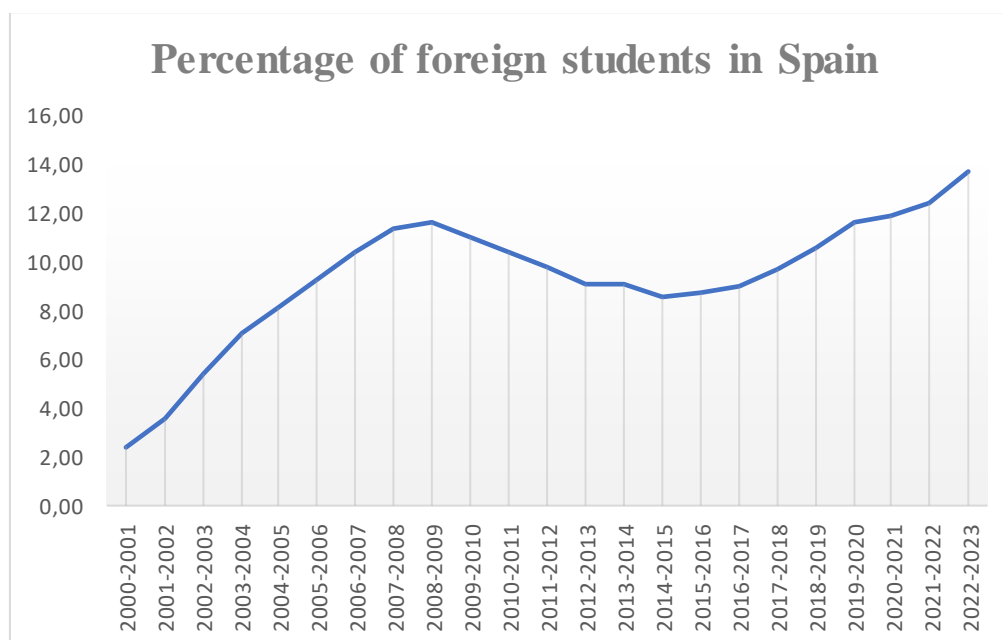
This graph involves three different courses five years apart. In which the evolution that has taken place in the majority of Spanish provinces in the 2022-2023 academic year is palpable, where the percentage of foreign students has increased. However, Ceuta was the only province in which the percentage of foreign students decreased from 5.75% to 4.70%, a decrease of 1.05%. This decrease in population may be due to the fact that the foreign population has moved to other provinces in Spain. On the other hand, the Balearic Islands has become the community with the highest percentage of foreign students with 21.34% which has increased compared to the 2017-2018 academic year where there were 15.68% of foreign students enrolled, almost a 6% increase in five years. This is followed by Catalonia with 19.48% in the academic year 2022-2023.

In the case of Castilla y León, in the 2012-2013 academic year there were 8.25% of foreign students, a very similar percentage to that of the 2022-2023 academic year, but in the 2017-2018 academic year there was a decrease of 2.4% with respect to the 2012-2013 academic year. In this last academic year, the percentage has increased to 8.38%. Although our community does not have a very high percentage of foreign students, Spanish society is determined by the number of immigrants and migratory movements that have our country as their main focus. The data collected in this diagram gives sense to the reason for the development of intercultural education at national level.

Below these lines, we can see another graph showing the evolution that has taken place in our country and how the number of foreign students has increased or decreased from 2000 to 2023. In addition, this graph shows how migration has evolved in our country over the last 23 years.

Figure 2:

Percentage of Foreign Students in Spain



Note: This graphic shows the percentage of the foreign students in Spain in the school years from 2000-2001 to 2022-2023. This graphic has been made by me with the information from [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

This graph shows how the arrival of foreign students in our country has evolved. In the 2008-2009 academic year, the first peak of foreign enrolments in Primary Education took place with a percentage of 11.59% in Spain. After that, there was a decrease until 2014-2015, when the lowest percentage was recorded, with 8.54% due to the economic crisis that took place in Spain from 2008, the year in which it began to evolve until 2014. From then on, the number of foreign pupils began to increase until the current year, in relation to the improvement of the economic situation in the country.

Finally, as can be seen in the graphic above, the maximum percentage of foreign students reached the 13, 67% in 2022-2023 and the lowest percentage in the academic year 2000-2001 with a 2,38%.

After analysing both graphs, it is clear how important migration is for our country and how the number of foreign students in primary education is increasing. Specifically, in each of the autonomous communities and globally in the country, the graphs reveal how our country and especially our education is influenced by the arrival of these new students who bring richness and diversity to the Spanish society. These data show that intercultural education must be a reality in the schools, not only in our community but also in all of Spain in order to respond to the socio-cultural context of our country.

In the appendix II of this document, you can find the information I have used to make those graphics and exact number of foreign enrolled students and the number of the whole enrolled students in each community and in each academic year.

4.3. DIMENSIONS TO DEVELOP INCLUSION WITHIN SCHOOL. INDEX FOR INCLUSION.

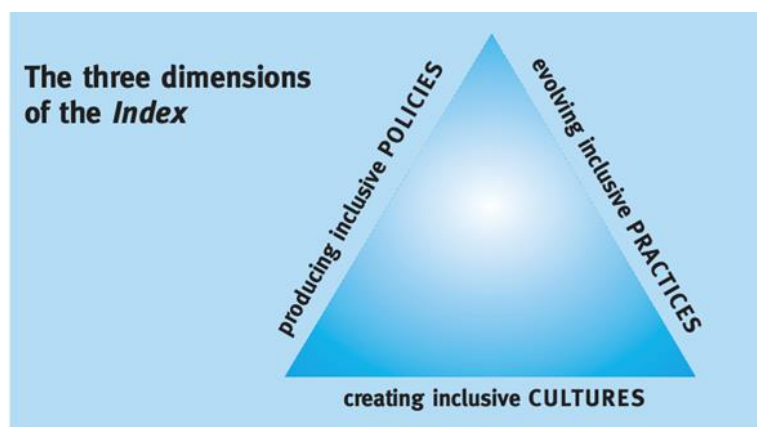
The document, *Index for Inclusion* is a resource for those educative centres to help them in the exercise of developing the inclusion of all the students in the activities and actions of the school, especially for those students with specific characteristics such as a different cultural origin (Booth et al., 2006)

The document provides several resources to transform schools into more inclusive centres taking into account the three dimensions proposed in this document that are necessary to the development of inclusion within schools.

The three dimensions that support Index for Inclusion are:

Figure 3:

The three dimensions of the Index



¹¹ Macpherson, W. (1999) *The Stephen Lawrence Inquiry* (Macpherson Report), Command Paper 4261 vol 1, London, Stationery Office.

Note: This image from the page 9 of the *Index for Inclusion* shows the dimensions necessary to the development of inclusion within a school (Booth et al., 2006).

Booth et al. (2006) there are three dimensions based on the development of inclusion that are defined in the *Index for Inclusion*:

Dimension A: Creating inclusive cultures

This dimension is based in the creation of a secure, accepting, collaborating, stimulating community in which everyone is valued as the foundation for the highest achievements of all.

Dimension B: Producing inclusive policies

This dimension makes sure that inclusion is present in all school plans. Policies encourage the participation of students and staff from the moment they join the school, reach out all students in the locality and minimise exclusionary pressures.

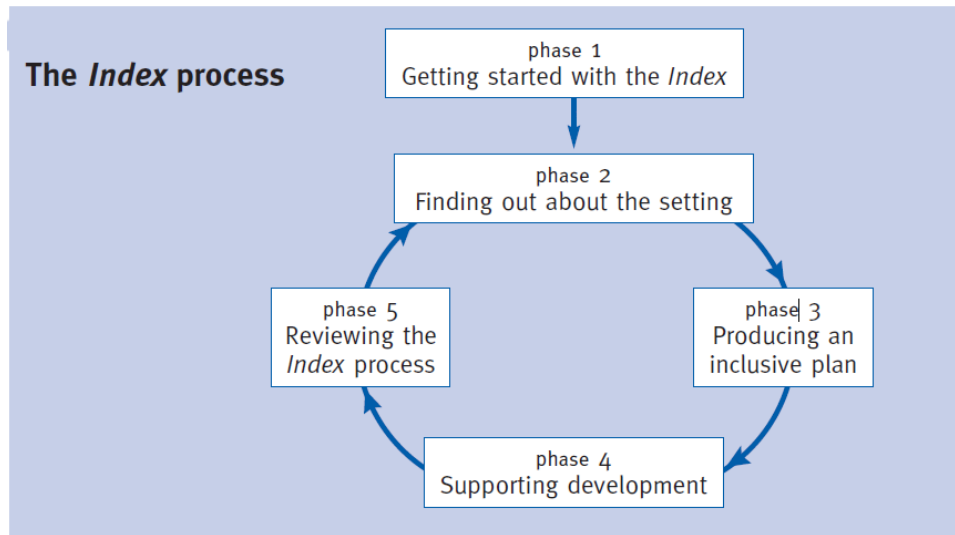
Dimension C: Evolving inclusive practices

This dimension develops school practices which reflect the inclusive cultures and policies of the school. Lessons are made responsive to student diversity (p. 8).

Of these three dimensions, this work is going to be focus on the development of an inclusive culture, this means that this work will develop the Dimension A of the Index for Inclusion. In order to develop the other two dimensions, creating inclusive culture has to be the first objective to develop a safe and respectful atmosphere in schools where all students can feel that they are part of something and develop a belonging feeling. Also, it's important for them being able to share their cultures and create a common one giving more importance to the things they have in common. Although, is important to make them understand that we are all different regardless of our culture or language. Creating inclusive culture will improve the relationships between classmates as well as between all the members of the educative community with the intention of avoiding discrimination attitudes among the school members.

In relation to these dimensions, the Index for Inclusion proposes an Inclusive process based in the knowledge of this document with the purpose of creating inclusion within schools.

Figure 4:

The Index Process

Note: This figure shows the different step of the Index process to develop inclusion. This figure came from the Index for Inclusion document in the page 11 (Booth et al., 2006)

The diagram above represents the inclusion process advocated by the Index for Inclusion, based on knowledge of this document and its subsequent implementation through an intervention plan that should be framed within the regulations governing inclusion in schools. It is a circular process, as can be seen, which is subject to continuous changes that are required depending on how this intervention plan has been developed or on the modifications that are made to the current regulations.

The Index for Inclusion provides a range of tools and materials to facilitate the development of inclusion in schools. This document places great importance on the whole educational community being involved in this process of inclusion and provides activities and keys to its development. This document has been implemented in Europe but has also been taken into account in other continents.

4.4. DEVELOPMENT OF INTERCULTURAL INTERVENTIONS THROUGH ENGLISH.

Multiculturalism is a reality of our society that needs to evolve towards an intercultural perspective. For this, as mentioned above, it is necessary to develop an intercultural education with the intention of developing the dimensions of the Index for Inclusion for the development of inclusion in schools. As proposed in this document, it is necessary to implement and develop interventions that promote healthy relationships based on respect and tolerance among students

and members of the educational community. These interventions can be carried out through the living together program, in addition to other programs that can intervene, relating it to the subjects that students are studying. In the case of this work, the intervention has the objective of being carried out through the foreign language subject of English.

One of the documents belonging to the European Framework of Reference from Beacco et al. (2015) includes the need to include plurilingual and intercultural education in the curriculum with the intention of putting it into practice in schools all over Europe.

“The aims of plurilingual and intercultural education, proposed to the member states as a response to the growing plurality of our societies, have been defined in numerous Council of Europe documents. It needs to be viewed in relation to the right of every individual to education” (p. 18)

This quote shows the importance of analysing the social situation that Europe and the whole world has nowadays and the importance of taking decisions to create a pluricultural and intercultural society, as it is mentioned before. Another important aspect is to develop the right that everybody has of having an individualized education in which the diversity and the characteristics of all the students are taken into account in the development of the teaching-learning process.

The decision to carry out this intervention through this subject is based on the Common European Framework of Reference for Languages, which explains the importance of promoting interculturality through a different language and culture for all students, in addition to the fact that culture and especially the English language is the universal language union among all the inhabitants of the Europe and even the world.

The Common European Framework of Reference for Language is a document made by the Council of Europe in which it develops the learning and teaching process of the different languages and the assessment to deal with that knowledge. This is the most important document according to the educational regulations of the languages in Europe

In this regulation appears the importance of creating relations and connections with the different cultures and languages of Europe. Some of the objectives of the Common European Framework of Reference for Languages by the Council of Europe (2001) are:

- *That the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding*

- *That it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and co-operation, and overcome prejudice and discrimination* (p. 2).

In these two aims the idea of an intercultural education is found inductively where the communication between different cultures is supposed to be an enrichment and a need to tear down the diversity barrier. To reach this communication it is necessary to have a common language as a common ground to create that relation among Europeans and to overcome stereotypes that can create in the future discrimination. In these objectives we can see how the European vision takes into account the multicultural reality of the continent and the importance of generating links between the different countries and cultures that make up the continent through language learning.

“Language is not only a major aspect of culture, but also a means of access to cultural manifestations” (Council of Europe, 2001, p. 6)

As it is said in this line, having a common language can make relations easier between cultures and can be a good tool to start creating connections among different countries. Using the subject of English to promote intercultural approach can make easier establishing relations between pupils with different mother tongues and use it as an intercultural tool to connect their cultures without having any advantage. Other important aspect to use English in the development of intercultural interventions is that the English subject not only teach them the English language but also the English culture. Bringing cultures together in a subject where one culture is taught makes it easier to establish commonalities between cultures. On the other hand, getting to know another culture makes it easier to dispel stereotypes and prejudices and to see the positive aspects of each culture and people.

In relation to the *White Paper on Intercultural Dialogue “Living Together as Equals in Dignity”* by the Council of Europe Ministers of Foreign Affairs (2008), there is an important definition about intercultural dialogue:

“Intercultural dialogue is understood as an open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect” (Council of Europe Ministers of Foreign Affairs, 2008, p. 10)

The existence of intercultural dialogue is what allows for an inclusive society and culture where values such as respect and tolerance for other cultures and people with whom we have differences but with whom we also have many things in common are developed. Through the subject of English, an intercultural dialogue can be established from the English culture itself to the rest of the cultural manifestations of the school and the classroom.

4.5. INTERNATIONAL, EUROPEAN AND SPANISH BASES ON INTERCULTURAL EDUCATION. EDUCATIONAL RESPONSE IN CASTILLA Y LEÓN.

For the design of intercultural intervention, it is necessary to know the International, European and Regional educative regulations among this multicultural and pluricultural context and how to deal with it in the schools.

4.5.1. International Bases

A) Universal Declaration of Human Rights 1948:

This declaration contains several articles that provide provisions regarding the right to education of foreign or minority students. In the article 26, 27 and 28 it includes among other things, the right of all foreigners to have a free and full education. It also includes the right of parents to be able to provide a quality education to their children and to have a series of resources to facilitate the provision of such education. It includes the right to participate in the cultural life of society in a full way and where there is respect and tolerance for all people who have different cultures. (Naciones Unidas, 1948)

B) Convention on the Rights of the Child: This convention lists several articles that need to be considered in relation to Education. In article 28 It lists a series of rights that focus on the type of education they should receive, that all children should have equal access to the information required in their education, that higher education should be accessible to all.... In the case of Article 29, it focuses more on the purpose of education and how children should develop. It is directed towards the development of values such as respect and tolerance in a primary way and to develop their personality and their physical and mental capacities as far as possible. (UNICEF, 2006)

4.5.2. Educational response in *Castilla y León*

The educational response in Castilla y León is based in the Common Educational Framework of Reference for Languages and the international regulations. In the case of our

community, there are two main regulations that introduce the intercultural perspective in education, especially attending to the treatment of the students of different cultures and from different countries.

IV PLAN ESTRATÉGICO DE COHESIÓN SOCIAL CON LAS PERSONAS INMIGRANTES Y LA CONVIVENCIA INTERCULTURAL EN CASTILLA Y LEÓN (2018-2021), PRORROGADO HASTA EL 31 DE DICIEMBRE DE 2022

The main objective of this plan is the integration of the population of foreign origin and the autochthonous population, creating a society where differences are not a problem and where there is equal treatment for the whole population (Juan Vicente Herrera Campo, 2018).

In order to achieve this main objective, there are a number of smaller objectives that need to be achieved in order to do so. These objectives are based in the equal access of the foreign population to public services, facilitate the integration of immigrants or guarantee cultural diversity (Juan Vicente Herrera Campo, 2018).

In a complementary manner, there is the *PLAN DE ATENCIÓN AL ALUMNADO EXTRANJERO Y DE MINORÍAS*, resolved on 10 February 2005 (Junta de Castilla y León, 2005), which establishes the lines of action to be developed for pupils of foreign origin, from minorities and cultural diversity. This action plan sets out a number of features aimed at developing interventions for the integration of foreign and minority pupils. Some of these characteristics are equal opportunities, comprehensive care, intercultural education, generalized schooling, continuity of the educational process, diversification of care pathways, coordination of measures, ...

5. INTERVENTION PROPOSAL

The intervention proposal developed aims to create a common school culture for all students where all cultures can coexist and enrich each other through intercultural relations. Following the dimensions of the Index for Inclusion, this intervention aims to develop the base of the pyramid with the creation, as it was mentioned before, of an inclusive culture in which the development of inclusive practices and the creation of inclusive policies are based (Booth et al., 2006). On the other hand, in relation to the Index process, this intervention proposal is intended to be applied through the school's coexistence plan, which is similar to phase 3 of the Index process, although this process is based on the knowledge of the Index for Inclusion itself.

Finally, this intervention is composed of a series of activities which will be developed in different years and in different moments of the students' learning, from the subject of English. This intervention proposal is focused on a common project to create links between the cultures present in the centre through the implementation of these activities that are related to the programs developed by the centre and with the objectives of the Educational Program of the School.

5.1. SCHOOL CHARACTERISTICS

5.1.1. *School context*

The school is located in a rural area quite near a small town. It is a rural school attended by pupils from 10 villages nearby. This school, like the rural area in which it is located, has been favoured by the arrival of immigrants with the intention of working on livestock farms. In this way, the population of this rural area has increased and has favoured the activity of the livestock farms in the area. Moreover, this arrival of immigrants has allowed the school to continue in the village and also keep the school levels without having to join them.

This is a single-track school, so there is only one class per year. This school has infant education from three years old til six years old, when students start the first year of Primary Education from year 1 til year 6. Each class has a minimum of nine students and a maximum of twenty-two. There are only two years in which these two figures are the number of students.

The socio-cultural context of the school is influenced by two main cultures, the Roma culture and the Moroccan culture, that constitute a 54% of the pupils. Although there are also a small number of pupils of Latin American origin. Between these two predominant cultures, several conflicts have arisen from the Roma culture towards the Moroccan culture. These

conflicts occur because of what some Roma pupils hear at home about prejudices and stereotypes of Moroccan people and their culture, which encourages Roma pupils to develop stigmas towards their Moroccan classmates.

Moroccan pupils have Islamic values and beliefs, which means that services such as the canteen have to provide menus suitable for everyone. In relation to this, it's important to define Integration by the White paper on Intercultural Dialogue (2008).

“Integration (social integration, inclusion) is understood as a two-sided process and as the capacity of people to live together with full respect for the dignity of each individual, the common good, pluralism and diversity, non-violence and solidarity, as well as their ability to participate in social, cultural, economic and political life”
(Council of Europe Ministers of Foreign Affairs, 2008, p. 11)

The services offered by the school are the canteen and the transport service as almost 50% of the pupils attending the school come from the surrounding area. On one hand we have the transport service that the school offers for the pupils that came from the nearby villages. They have three different routes that take all the pupils to school and back to their homes in the afternoon.

On the other hand, the canteen for all the pupils from this rural area. The school has its own kitchen as there is a canteen service for all pupils. Given the large number of pupils of Moroccan origin, and mostly of Muslim religion, all the food provided in the dining room is designed so that everyone can eat it without making any kind of distinction.

The school also has extra-curricular activities from 16:00 to 18:00 in the afternoon. These activities are taught by different teachers than the ones in the school. These extra-curricular activities have to be paid by the families and they didn't have help from the town hall to assume the cost. Some of these extra-curricular activities are English, parkour, multisport and modern dance.

The socio-economic situation is medium in some cases and low in most of them. Most of the pupils in the school receive state scholarships and grants because of their economic situation. As we are in a rural environment, the work situation of most of the families is based on livestock as it is mentioned before. There are some families that work in the service sector in bars or restaurants and also in factories such as *Fasa* factory.

5.1.2. Educational School Program

The Educational School Program of this school follows a line marked by the diversity of its pupils. As it is mentioned in this project, it defines the philosophy, principles, organization, objectives and coordination between the educational institutions that the school addresses with the intention of marking an identity hallmark in its pupils.

Throughout the whole document it can be seen that the idea of creating a culture and a community in the school is one of the key objectives which, as it was said before, marks an identity for its pupils.

Among some of the objectives that the school aims to develop, the school places above all a comprehensive education, not only based on the acquisition of scientific, technical, aesthetic or physical and corporal knowledge, but also developing the affective and social dimension of the pupils, something which can be seen in a large number of the objectives that are proposed as well as in the methodology used for the foreign language area. The creation of a school for all where values such as solidarity, respect and the right to be different are developed. It is a school in where all the pupils, as well as the teachers, are different but all had a feeling of belonging to the same working and living community. As with the pupils, it is also important that one of these objectives is that teachers work as a team to generate significant and interdisciplinary work based on educational innovation and continuous academic training. Another important aspect is the involvement of families in their children's school life in an active and meaningful way. This idea appears throughout the document where families should be informed during their children's time in the school about the tasks their children are involved in their behaviour the projects they are going to do, the trips they are going to go, etc. The greater this communication is, the better the harmony with the families and the more proposals can be carried out with their participation.

On the other hand, in a more precise way, a series of objectives are detailed that I must take into account, as well as those mentioned above, when designing my intervention. Having a knowledge of the rules of coexistence, learning about how to resolve and prevent conflicts or promoting values such as equality, tolerance and integration also make up the identity of the centre as well as the values previously mentioned such as respect and solidarity.

In a more detailed way, the educational centre program emphasizes the attention to diversity, as it is also important for the intervention I am carrying out, to know how decisions are made about students with special needs in the development of values such as respect and the right to what is different, mentioned above.

As it is evident throughout this educational proposal, the tutorial action once again designates a series of objectives that focus on the coexistence and integration of all members of the group, especially those from immigrant or ethnic minority backgrounds. It is also important to promote coexistence not only among pupils but also with teachers, in this case with tutors. This generates in the pupils a greater closeness with the tutor who creates a greater trust and the capacity to transmit confidence to face any type of problem that the pupil may suffer. This aspect seems very important to me because it is not only about creating a sense of belonging and community where everyone is respected equally but also creating a link with the teachers in the school so that the students feel that they have someone to speak about their problems and express how they feel in a safe and respectful space.

Finally, something that is important to know for future activities and for the intervention, is the relationship that the school has with the different sectors of the educational community. Given that there is no secondary school in the village or in the surrounding villages, they have a relationship with two secondary schools located in the city of Palencia, including also the University Campus with frequent visits to the different Faculties. Another important aspect is that they maintain a relationship with the town council with regard to the maintenance of the centre, also for the use of the municipal sports centre by the pupils of the school and in other activities that the council organizes and wants to involve the school. There is also a relationship with the CEAS of the village through the social worker of the psycho-pedagogical team of the centre. The MENTOR classroom in the village that offers extracurricular activities. Also, with the school's AMPA for extracurricular activities, the use of the school's facilities and for any type of activity where help from families is needed. And finally, with the council.

In the appendix III there is the link to have a look to the educative program of the school.

5.1.3. Programs of the School

The programs of the school are developed in a program called Connected. This project All the programmes that the centre currently has are united around a project called CONNECTED. This project is based on achieving the objectives of sustainable development of the school life by the development of all the programs below. This project has a web page in which they upload the different tasks they do in relation to the different programs. This is a cross curricula project where all the programs work together to achieve a common objective.

These programs are:

- Active and funny playgrounds/ School Garden.
- Library
- “Héroes FM” radio
- Robotics

Active and funny playgrounds/School Garden is a program that wants to create a school garden in which the pupils have to take care of this garden and be in charge of making seed beds for the plants they want to plant in the school garden. According to the active and funny playgrounds, the yard as well as with the pavilion are organized in such a way that every week all classes are in the different areas of the playground. In addition, there is a variety of resources and a person in charge of collecting and organizing these resources so that there is good organization and teamwork on the part of all the pupils in the school.

The school library has recently been refurbished with the aim of creating a space for encouraging reading. This library has a digital screen as well as a space designed so that pupils can sit comfortably on the floor or on sofas. The aim of this library is to develop a reading plan where pupils who are not readers can acquire a taste for reading, help them to move from passive reading to active reading and help them to discover the diversity of books and stories that exist. Some of the activities that are part of this reading plan are storytelling, creation of infinite stories, writing games and visits from writers. On the other hand, with a digital screen, various interactive readings could be used to introduce children to the world of reading.

The radio program consists of several radio programs that the students with the participation of teachers and other people create each term of the school year. The programs can be a good tool to work on concepts and values in a funny and significant way. In this school radio, all the students participate at least one time making interviews or talking about some projects they have developed during that trimester of the year.

Finally, the robotics programme aims to implement robots in the activities and tasks of the different subjects. Related to this programme is the school's ICT plan, which, as shown in the ICT Programme document, aims to develop a series of objectives in the teaching-learning process.

The centre has also a Living together program that is not included in the CONECTADOS project. However, this program is present in all areas of the school life, so we can say that why it is the most crosscurricula programs of all. This program aims to create an educational community where respect and tolerance are the core of it.

In appendix III there is the link to the ICT's plan of the school as well as the link of the webpage of the project CONECTADOS.

5.2. PROPOSAL OF THE DESIGN

The intervention design includes four activities that will be developed in different levels of Primary Education and in different learning moments but following the same line focused on achieving an inclusive common culture and improving intercultural relations among students.

This intervention is developed through the subject of English, since it is an intercultural language, as well referred to in the CEFR where the importance of relating cultures and establishing intercultural relations through a common language is stated (Council of Europe, 2001).

An important clarification is that the activities that make up the intervention are defined as specific actions that need to be implemented when the school believes it is necessary to establish this intervention in order to strengthen the common school culture and to move towards the other dimensions of the Index for Inclusion. On the other hand, the activities as well as the intervention itself can be modified and adapted to the needs of the students and the school.

Activity 1: School journalist

Introduction

School journalist is an activity that aims to help pupils get to know each other personally by getting to know the interests, hobbies and culture of their classmates in order to avoid the development of future stereotypes or prejudices. Given that in many cases these prejudices come from the pupils' families, carrying out this activity can prevent them from being generated or even eliminate them by getting to know people without taking into account their place of origin or culture. On the other hand, this activity aims to make students reflect on what makes them different but also on what they have in common so that their culture is not a differentiating element. The aim of this activity is to create links between pupils that allow them to get to know each other better and to develop values such as respect and tolerance for the culture and interests of their classmates.

This activity is designed to be carried out in the year 1 and even year 2 of primary education. Since it is an activity to get to know their classmates, doing this activity in the first cycle of Primary Education makes more sense than doing it later on. However, this activity can be interesting to carry out in the case of the arrival of a new pupil to the school to allow him/her

to get to know his/her classmates in a more relaxed way and without having to establish a very direct contact with them, and also for his/her classmates to get to know the new pupil. The idea of developing this activity in the school came from Teaching Channel called *Our Selves, Our Classroom, Our Families* posted in 2012.

Development of the activity

This activity consists of interviewing their classmates with the aim of get to know each other. These interviews will take place at the beginning of the classes where all the students will ask a question to one of their classmates who will answer it. Being the first cycle, the learning of reading and writing in some cases is not acquired, so the questions and the answers will be written down by the teacher on the blackboard or on a cardboard to be later on the wall of the class. After finishing the interviews, each of the classmates should reflect on what their classmates have answered and think of something they have in common. Once the interviews are finished, they will all be posted on the walls of the classroom so that they can read and see the interviews that they themselves have made. Another possible purpose would be that the children themselves, later on when they have acquired literacy skills, write one of the interviews of their classmates and create a small magazine with all the interviews, which will be part of the school library.

Contents, competences and assessment criteria

This activity is focused on developing a series of contents, specific competences and assessment criteria established in the education law LOMLOE in the DECREE 38/2022, of September 29th, which establishes the organization and the curriculum in the Community of Castilla y León. curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022). A previous clarification is that the contents that are going to be mentioned below must be worked beforehand before carrying out the activity so that the students know the structure of the questions, the structure of the answers, vocabulary that they may need related, ... All of this should be worked on beforehand so that this activity could be developed as a final activity within a Didactic Unit that the English teacher develops in relation to these contents and competences. The specific contents, competences and assessment criteria are developed in the appendix II.

Group organization

The activity is organized so that the interviews are carried out among all the students so that everyone knows and participates in all the interviews. On the other hand, when thinking about the questions, the students can organize themselves in pairs so that they can help each

other and think together about the questions they want to ask their classmates. In the case that one of the members of the pair is the one who is going to be interviewed, the other member of the pair can join another pair. Another option so that the couples do not break up would be to do the interviews in pairs, that is, to interview both members of the couple so that both answer the same questions and then see what aspects they have had in common.

Objectives

The objectives of this activity are related to the development of the contents and competences mentioned before, on the other hand those objectives in relation to interculturality and finally in relation to the competences to be developed.

English

- Make simple questions about personal aspects.
- Learn the structure of simple answers to personal questions.
- Use the questions pronoun “What”.
- Understand oral simple questions.

Interculturalism

- Get to know the interests, hobbies and culture of their classmates.
- Generate a sense of group and belonging among all the pupils of the class.
- Bringing them closer together and promoting intercultural relations between them.

Competences

- To develop oral comprehension through a simple interview.
- To develop oral expression through simple questions and answers.
- To develop written expression by transcribing their classmates' interviews.

Connection with subjects and school programs

Journalists of the school is an activity that is carried out through the subject of English but it can be a transversal activity to other subjects of the school. It could even be carried out in other subjects such as Spanish language, where students who have acquired the language can develop more in relation to questions and answers.

On the other hand, this activity is related to school programs such as the reading plan. In order to get students, know how to conduct an interview, they must first see several examples, so showing them interviews, magazines, etc. can help them understand how the activity will work. The examples of interviews can be through videos so that they feel and look as school

journalists and to facilitate their understanding, as conducting a written interview will be more difficult for them to understand it.

Activity 2: Creating Family Flags

Introduction

Family flags is an activity that aims to get students to reflect on more subjective and abstract concepts such as identity. In this activity they develop values such as respect and tolerance towards the flags that their classmates have created, and they feel represented since they are the ones who represent themselves and their families. This activity will be carried out in year 3 of Primary Education as it is an activity that requires reflection in order to know how to capture the identity of their families and their own in a flag. Another important aspect is that in this second cycle of primary education, pupils still have a highly developed artistic side, which is necessary to carry out this activity. The idea of developing this activity in the school came from Teaching Channel called *Our Selves, Our Classroom, Our Families* posted in 2012. The context in which it's develop is very similar to the one of this school and that make me decide that this activity can be a good idea to improve the development of a respectful and tolerant centre culture.

In appendix III it is contained the video link.

Development of the activity

This activity consists of students creating a flag that represents their family's identity and ultimately their own. In order to create this flag, it is necessary to have a knowledge of a series of previous concepts, such as identity, so that they know what they should depict on the flag and how they should do it.

In the development of this activity, there should be a series of phases that will allow this activity to be developed. Firstly, a series of concepts such as identity should be introduced so that they know what it means and understand what the term encompasses before starting the main activity. To do this, certain mind maps can be used to help them associate these concepts with elements of everyday life that they know about their families. An example of such maps or diagrams can be found in appendix 3. Secondly, we will have to provide them with examples of different flags and allow them to deduce and reflect on the symbols used in those flags, the colours or the figures used. In this way, they will have examples to start from to get an idea of the flag they have to create. Another very positive aspect of this phase of the activity is to use examples that they recognise, i.e., to use flags that they can identify with will encourage them to get involved and carry out the activity successfully. An example of this would be to use the

Moroccan flag as an example so that pupils of Moroccan origin feel that they are represented and also that their family is represented within these examples. In addition, using flags that are familiar to them encourages their participation and involvement in the creation of their flag since what they are most familiar with is what they use as an example for everything.

Finally, once you know the terms and what the flag should reflect, and having seen various examples of flags, the symbols used and the meaning of the colours, it is time for you to start creating your flag. Once they have finished, they should say what colours they have used and what they mean (the colours can be related to the emotions they have been studying throughout the first cycle and in year three) and what values their family represents from those they have studied. In this way, when presenting the work, they have done, they can also hold an assembly where their own classmates can ask them simple questions about the aspects of their flag.

Once this dialogue is over, the flags will be put up for the whole class to see their work and feel proud of what their families are like.

Contents, Specific Competences and Assessment Criteria

This activity is focused on developing a series of contents, specific competences and assessment criteria established in the education law LOMLOE in the DECREE 38/2022, of September 29th, which establishes the organization and the curriculum in the Community of Castilla y León. curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022). As in the first activity, the contents should be worked on through activities prior to this one, so that when the activity is developed, they already have this knowledge acquired and it is the activity that closes the learning process. On the other hand, this activity works on contents and competences much more related to interculturality than to English language contents. However, they should work with structures to be able to communicate, to know the flags of the different countries and to review previous knowledge that is necessary to revise as the structure in affirmative, negative and interrogative of the verb TO BE. The specific contents, competences and assessment criteria are developed in the appendix II.

Group organization

The organization of this activity is focused on group work, since the first phase requires from them to complete the map or scheme found in the appendix together, providing information about their families. This tool will later help them to specify the aspects that are part of the identity of their families and, therefore, should be reflected in their flags. In the

second phase, where different examples of flags are seen analysing the symbols and colours and what they mean, all students will participate in the form of an assembly. Finally, when creating their flag, they will have to do it individually with the help of the teacher and also with the concept map that will be visible at all times by all students in the class.

Objectives:

The objectives of this activity are related to the development of the contents and competences mentioned before, on the other hand those objectives in relation to interculturality and finally in relation to the competences to be developed.

English

- Review the structure of the verb TO BE.
- Learn the name of several countries and associate them with their flag.
- Be able to complete a simple diagram about their families.

Interculturalism

- Bring closer to all the students the different cultures in the classroom.
- Express the identity of their families through art.
- Respect the identities of all the students and their families.
- Develop values such as tolerance, respect and the right to be different.

Competences

- Develop oral expression through simple dialogues in controlled communicative situations.
- To develop oral comprehension by listening to our peers in short presentations.

Connection with Subjects and School Programs:

This activity raises the possibility of being carried out in a transversal way to the social and plastic arts areas. The approach of the activity can be modified so that this activity is carried as a common project for three subjects, where we work with the different countries, cultures and their flags, with the structures of establishing dialogue in English and making a brief presentation of the work we have done and with the creation of a flag where the aspects that make up the identity of our families are reflected.

On the other hand, this activity could be developed in the ICT's program by making the design of the flag through applications where you can make very simple designs in which it is not necessary to do a search on the internet to get symbols or elements to create it. It is a way to

include in this activity the TIC's program in a safe and fun way for them and that gives them experience when starting to make simple designs but with a lot of meaning.

Activity 3: Gastronomic Fair

Introduction

Gastronomic Fair is an activity with the common objective to bring together the different cultures present in the centre and even other different ones through gastronomy. Gastronomy plays a fundamental role in culture, so much so that in 2010 UNESCO recognized gastronomy as a category of Intangible Cultural Heritage of Humanity (Fusté-Forné, 2016). and is one of the most enriching elements that join different cultures. That is why this activity with the students helps them to get closer to other cultures, getting fully involved and sharing moments with their classmates. In addition, to start with this activity family involvement is required as a good relationship among all the families of the students is also encouraged. This activity is designed for students in year five since it is a class with a great cultural diversity that allows a great variety of dishes from different cultures and also because of the number of students, since it is a smaller number of students, they can use the facilities provided the school. However, this activity could be developed in year six by adapting certain aspects that allow the use of the centre's facilities by all students.

Development of the activity

The activity has a more complex structure than the previous ones. First, this activity is intended to be a final activity designed to collect and concentrate all the knowledge and learning that they have to acquired in order to carry out this activity. The activity has three phases. The first phase consists of small research that students must do through books or using digital materials, to find a recipe that is related to the origins of their culture. Once the search for this recipe is done, the students must write the recipe step by step following the structure of an instructional text, an essay that will be one of the activities prior to the gastronomic fair. The second phase focuses on creating a shopping list where students should write down the foods they will need for their recipe. In this shopping list we will make an estimate of the money we will need to buy everything and we will ask the AMPA for help to make our gastronomic fair or even do some activity that will allow us to earn some money to be able to make the fair. Another important element is to agree on the food to buy and in case several students need the same food, they will share it. Once we have made our list and obtained the money, we will go to buy all the elements we need to cook our recipes. This purchase will be made in the food stores of the village or even we can move to the surrounding villages to make the purchase but always supporting local commerce. The last phase begins with the cooking of the recipes. Since the school has a kitchen,

the students can distribute and share this space. As I mentioned before, it is important that the families participate in this activity and it is in this phase where they begin to participate. They will have to help the students to cook the recipes but simply by giving them certain guidelines and helping them to handle certain materials that they alone cannot. Once the cooking is finished, the students and their families will deposit the dishes they have made in the school dining room. Each dish will have a number and the rest of the students will have to vote which dish they liked the most. This vote will be blind since at no time will know who has cooked each dish.

Contents, Specific Competences and Assessment Criteria

This activity is focused on developing a series of contents, specific competences and assessment criteria established in the education law LOMLOE in the DECREE 38/2022, of September 29th, which establishes the organization and the curriculum in the Community of Castilla y León. curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022). As in the previous activities, the contents described in appendix IV are contents that must be developed before carrying out this activity, since this activity is a final activity that aims to collect the referred contents and develop a series of specific competencies. An important material within the contents that the students must learn is the English book that the centre uses as material to work on the contents in a more specific way. The specific contents, competences and assessment criteria are developed in the appendix III.

Group Organization

This activity will have different organizations depending on the phase we are in. In the first phase, where they will have to investigate about the recipe they want to cook, they will have to do it individually with their families, but always encouraging them to help each other when it was necessary. In the second phase where they have to make the shopping list, they will do it individually but as a group, they will have to put together the food they are going to buy to know the amount and the estimated money they will need. On the other hand, when they go shopping, they will take a common list so that together they will organize the purchase distributing the food that each one will need in their recipe. Finally, in relation to the rest of the students, it can be organized in two different ways. On the one hand, the dishes should be of a considerable quantity since all the students should be able to taste a small piece. The tasting can be done in two ways, the first one is that in an orderly way and by classes, the students go down to the dining room and taste the dishes. It is not obligatory to try all the dishes, but they can try those that most catch their attention. Once they have tasted them, they must vote anonymously by putting the number of the dish they liked the most. Another way to do this is to distribute

several portions of each dish to all the classes, let them try the dishes they like the most and then vote. Once the winner or winners of the Gastronomic Fair are named, a prize will be awarded to all participants and a small extra mention will be made to the winner. On the other hand, the tasks that have been carried out prior to the preparation of the recipe will also be taken into account.

Objectives:

The objectives of this activity are related to the development of the contents and competences mentioned before, on the other hand those objectives in relation to interculturality and finally in relation to the competences to be developed.

English

- Learn the structure of an instructional text
- Make a simple instructional text of a recipe.

Interculturalism

- Bring cultures closer to the families and pupils through gastronomy.
- Promote and facilitate the family's participation in this intervention.
- Using positive, non-competitive valuation methods.

Competences

- Develop written expression through the creation of simple instructional texts.
- Develop oral expression by sharing ideas through an assembly.

Connection with subjects:

The food fair can be done in line with other subjects such as maths, as they have to make a shopping list where they could do research on food prices, compare the prices of food in a supermarket and in a local shop or make a graph showing what a food was worth five years ago and what it is worth now. In addition, they would have to calculate the money they will need and even make estimates of the price of some foods. On the other hand, in relation to this activity, it could be related to the school's ICT programme by doing the proposed research using the computers available to them, as well as learning how to make graphs and use Excel. Another programme with which this activity could be related is the reading plan, so that all the recipes made by the pupils are collected in a cookbook that will be filled in as more gastronomic fairs are held.

Activity 4: Detectives in action

The following activity called *Detectives in action* is an activity sort of Final Task that requires the involvement of all the school members and is linked to the former activities. It has been designed as a final activity that requires a series of previous activities and the use of a series of materials for its implementation. In appendix IIII you will find this activity in a more detailed way with the intention of creating an intervention that aims to create a common culture of the centre and that involves all the members of the centre.

5.3. CONNECTION WITH THE EDUCATIONAL SCHOOL PROGRAM, PROGRAMS AND SERVICES.

The intervention proposal proposed is based on the educational project of the centre on which it is based the objectives established in this document in the treatment of interculturality and the creation of a common culture of the centre. It has been previously developed the objectives and elements of the centre's educational project that have a direct relationship and that have been taken into account when developing the intervention. The objectives of this proposal are some of the objectives found in the PEC with the intention of bringing the PEC closer and develop it in a practical and meaningful way for all members of the educational community.

In relation to the programs, the intervention is involved in the centre's living together program since the objectives of the intervention are more focused on generating a respectful and tolerant environment with respect to the cultures present in the centre. However, this proposal may involve other programs as associated, such as the ICT plan or the radio program. In the case of the Tic plan, it can be developed in all the activities that are proposed using the electronic devices available in the centre. The radio program is a great way to involve all the students of the school in the same task and facilitate the rapprochement of cultures in a funny way in which they feel represented and involved in the activity they are developing. The same happens with the reading plan that it is include in some of the activities that have been developed above.

The services associated with the school, such as the dining room, are also part of the intervention and the objectives of the school's educational project. As well as the transportation with which some of the students travel to school.

The intention of generating an intercultural educational community does not only have to be worked on in the school but can also be worked on through the institutions present in the village where the school is located.

6. GENERAL CONCLUSIONS

Education is at a point of change as a consequence of the migrations that are taking place. There are more and more foreign pupils with a language or culture different from the environmental one, which means that there is a need to include and integrate these pupils in schools and in society as a whole. In order to get a true integration of these students in the reality of the centre, education must be provided in an intercultural way, that is to say, an education in which the cultures that form it coexist, relate to each other and create connections, thus generating an educational community and a society where respect and tolerance are the fundamental axis.

It is obvious that in any school students can have some differences, as there may be disagreements and greater or lesser affinity among them. What cannot happen and should not be tolerated is that these conflicts would be generated by issues related to different values, culture, beliefs or place of origin of the students. This involves not only pupils but also families, who are often the ones who bring prejudices and stereotypes about others and pass them on to their children. It is therefore very important to encourage families to participate in this type of activities that only benefit the creation of a strong and united educational community, as well as strengthening communications between the school and the families. Therefore, interventions such as the one I have designed in this project allow not only to improve relations between pupils and families, but also to prevent the development of discriminatory or racist actions in the classroom. Prevention is even more important than eliminating these behaviours. Sometimes we feel it is necessary to implement such measures when an event or conflict has taken place between pupils, but I believe that it is not necessary for something to happen in order to put the issue on the table and make pupils reflect on their differences and similarities.

Promoting the implementation of these kinds of activities is something that will improve and contribute to creating an intercultural, inclusive and pluricultural education where all students have a place and where no one is differentiated because of their country of origin or culture.

Finally, I would like to emphasize the importance of highlighting the need to be aware of the educational reality we have in our schools, as well as the social reality of our country, where every day immigrants arrive and allow us to evolve as a country economically, socially and culturally. We must take advantage of this wealth of ethnicities and cultures to learn from each other and contribute to the creation of a future society that has had an intercultural education based on respect and tolerance towards others.

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8. APPENDIX

APPENDIX I: INFORMATION ABOUT THE NUMBER OF FOREIGN STUDENTS IN SPAIN

In this appendix you will find the data I have collected in relation to the pupils enrolled in the education stage, both foreign pupils and the total number of pupils. In each of the tables there is an initial series indicating the Autonomous Community, foreign students in primary education, the total number of students enrolled in primary education and the percentage of foreign pupils in each Community.

2012-2013

Table 1:

Students enrolled in Primary Education

AA.CC.	F.S.P.E.	T.S.P.E.	PERCENTAGE
Andalucía	30.618	545.068	5,62 %
Aragón	10.147	77.605	13,08%
Principado de Asturias	2.233	46.617	4,79%
Islas baleares	9.559	70.347	13,59%
Canarias	8.595	111.899	7,68%
Cantabria	1.868	32.051	5,83%
Castilla y león	9.929	120.410	8,25%
Castilla la mancha	12.559	128.142	9,80%
Cataluña	58.480	474.979	12,31%
Comunidad valenciana	30.734	306.978	10,01%
Extremadura	2.317	60.277	3,84%
Galicia	4.909	133.256	3,68%
Comunidad de Madrid	47.505	423.002	11,23%
Región de Murcia	11.860	107.614	11,02%
Comunidad foral de navarra	3.700	42.859	8,63%
País vasco	8.123	128.125	6,34%
La Rioja	3.096	19.421	15,94%
Ceuta	271	7.214	3,76%

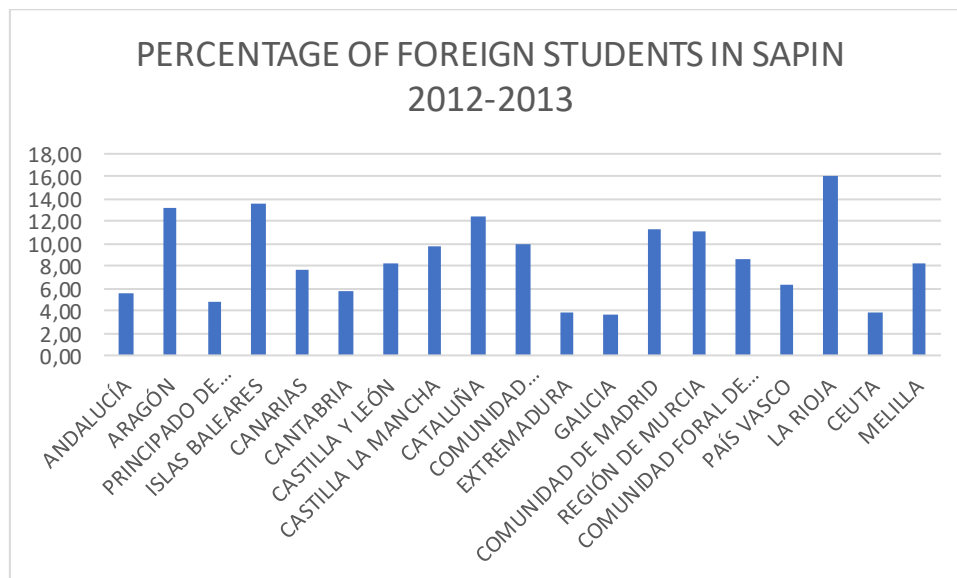
Melilla	655	7.988	8,20%
TOTAL	257.158	2.843.852	9,04%

Note: This table shows the percentage of foreign students in primary education. This table has been created by me with information from the [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

This is the graphic in relation to the percentage of the students in the Autonomous Communities in Spain in the academic year 2012-2013.

Figure 1:

Percentage of Foreign Students in the Autonomous Communities of Spain



Note: This graphic shows the percentage of foreign students according with the date in the table above. This graphic has been made by me and the information has been collected from [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

2017-2018

Table 2:

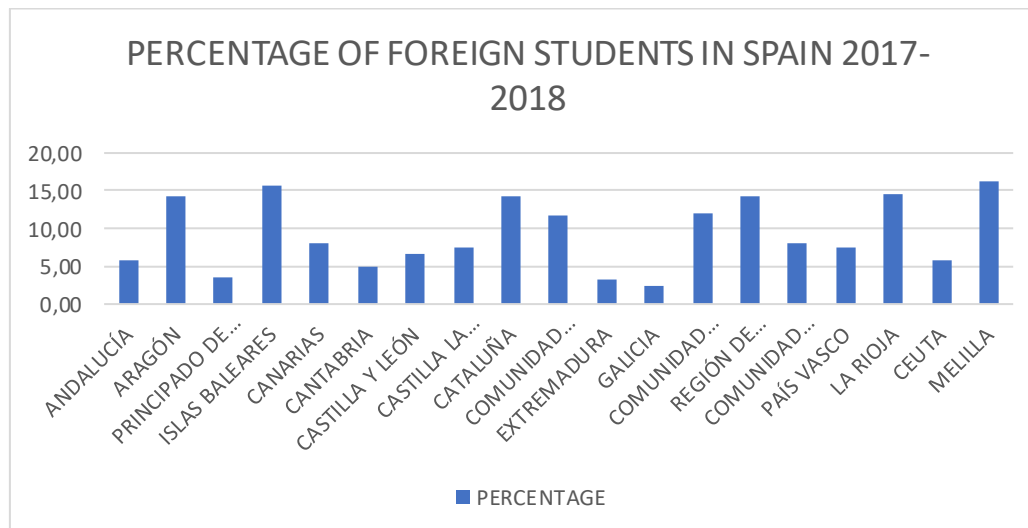
Students enrolled in Primary Education

AA.CC.	F.S.P.E.	T.S.P.E.	PERCENTAGE
ANDALUCÍA	32.764	577.883	5,67%
ARAGÓN	11.129	78.448	14,19%
PRINCIPADO DE ASTURIAS	1.683	49.088	3,43%
ISLAS BALEARES	11.184	71.345	15,68%
CANARIAS	9.937	121.228	8,20%
CANTABRIA	1.657	33.672	4,92%
CASTILLA Y LEÓN	8.284	124.498	6,65%
CASTILLA LA MANCHA	9.941	131.903	7,54%
CATALUÑA	70.195	490.114	14,32%
COMUNIDAD VALENCIANA	37.405	318.465	11,75%
EXTREMADURA	2.018	64.091	3,15%
GALICIA	3.413	137.177	2,49%
COMUNIDAD DE MADRID	51.803	427.450	12,12%
REGIÓN DE MURCIA	15.623	109.840	14,22%
COMUNIDAD FORAL DE NAVARRA	3.404	42.235	8,06%
PAÍS VASCO	9.725	130.625	7,44%
LA RIOJA	2.859	19.483	14,67%
CEUTA	440	7.653	5,75%
MELILLA	1.253	7.696	16,28%
TOTAL	284.717	2.942.894	9,67%

Note: This table shows the percentage of foreign students in Primary Education in Spain in each Autonomous Community. This table has been made by me and the information has been collected from [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

Figure 2:

Percentage of Foreign Students in the Autonomous Communities in Spain



Note: This graphic shows the percentage of foreign students in Primary Education in each Community in relation to the information of the table above. This graphic has been made by me and the information collected came from [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

2022-2023

Table 3:

Students enrolled in Primary Education

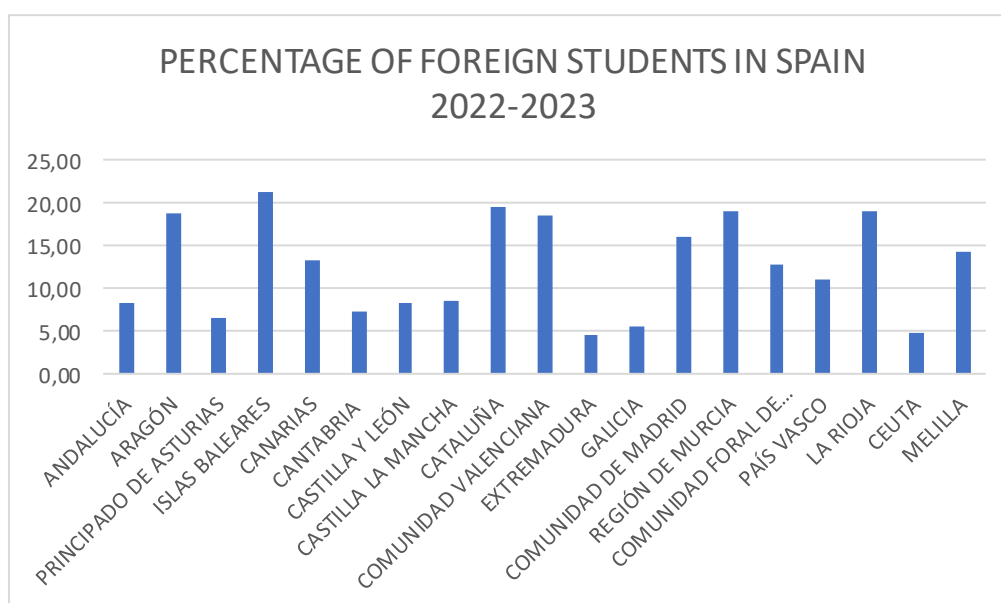
AA.CC.	F.S.P.E.	T.S.P.E.	PERCENTAGE
ANDALUCÍA	43.610	529.707	8,23%
ARAGÓN	14.064	75.061	18,74%
PRINCIPADO DE ASTURIAS	2.927	44.697	6,55%
ISLAS BALEARES	14.980	70.209	21,34%
CANARIAS	14.479	108.710	13,32%
CANTABRIA	2.257	30.749	7,34%
CASTILLA Y LEÓN	9.863	117.721	8,38%
CASTILLA LA MANCHA	10.840	126.205	8,59%
CATALUÑA	90.165	462.888	19,48%

COMUNIDAD VALENCIANA	56.157	305.603	18,38%
EXTREMADURA	2.649	58.000	4,57%
GALICIA	7.159	130.196	5,50%
COMUNIDAD DE MADRID	66.904	416.904	16,05%
REGIÓN DE MURCIA	20.303	107.179	18,94%
COMUNIDAD FORAL DE NAVARRA	5.398	42.408	12,73%
PAÍS VASCO	13.755	124.142	11,08%
LA RIOJA	3.636	19.221	18,92%
CEUTA	305	6.492	4,70%
MELILLA	1.094	7.624	14,35%
TOTAL	380.545	2.783.716	13,67%

Note: This table shows the percentage of foreign students in Primary Education in Spain in each Autonomous Community. This table has been made by me and the information has been collected from [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

Figure 3:

Percentage of Foreign Students in the Autonomous Communities of Spain



Note: This graphic shows the percentage of foreign students in Primary Education in each Community in relation to the information of the table above. This graphic has been made by me and the information collected came from [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

Tabla 4:

Percentage of Foreign Students in Spain

AA.CC.	2012/13	2017/18	2022/23
ANDALUCÍA	5,62%	5,67%	8,23%
ARAGÓN	13,08%	14,19%	18,74%
PRINCIPADO DE ASTURIAS	4,79%	3,43%	6,55%
ISLAS BALEARES	13,59%	15,68%	21,34%
CANARIAS	7,68%	8,20%	13,32%
CANTABRIA	5,83%	4,92%	7,34%
CASTILLA Y LEÓN	8,25%	6,65%	8,38%
CASTILLA LA MANCHA	9,80%	7,54%	8,59%
CATALUÑA	12,31%	14,32%	19,48%
COMUNIDAD VALENCIANA	10,01%	11,75%	18,38%
EXTREMADURA	3,84%	3,15%	4,57%
GALICIA	3,68%	2,49%	5,50%
COMUNIDAD DE MADRID	11,23%	12,12%	16,05%
REGIÓN DE MURCIA	11,02%	14,22%	18,94%
COMUNIDAD FORAL DE NAVARRA	8,63%	8,06%	12,73%
PAÍS VASCO	6,34%	7,44%	11,08%
LA RIOJA	15,94%	14,67%	18,92%
CEUTA	3,76%	5,75%	4,70%
MELILLA	8,20%	16,28%	14,35%
TOTAL	9,04%	9,67%	13,67%

Note: This table shows the percentage of foreign students in Primary Education in the Autonomous Communities of Spain in three academic years. The graphic in the document itself, shows the information taken in this table. This table has been made by me and the information has been collected from [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

Table 5:

Percentage of Foreign Students from 2000-2023

YEARS	F.S.P.E.	T.S.P.E.	PERCENTAGE
2000-2001	59.387	2.491.648	2,38%
2001-2002	87.685	2.474.261	3,54%
2002-2003	132.453	2.474.287	5,35%
2003-2004	174.722	2.479.631	7,05%
2004-2005	199.023	2.467.636	8,07%
2005-2006	228.842	2.483.364	9,22%
2006-2007	262.415	2.538.033	10,34%
2007-2008	295.477	2.607.384	11,33%
2008-2009	308.896	2.665.161	11,59%
2009-2010	295.879	2.702.399	10,95%
2010-2011	285.630	2.754.986	10,37%
2011-2012	272.305	2.797.804	9,73%
2012-2013	257.158	2.828.445	9,09%
2013-2014	257.158	2.843.852	9,04%
2014-2015	248.288	2.908.538	8,54%
2015-2016	253.948	2.926.887	8,68%

2016-2017	264.887	2.941.363	9,01%
2017-2018	284.717	2.942.894	9,67%
2018-2019	308.930	2.938.361	10,51%
2019-2020	336.881	2.907.214	11,59%
2020-2021	336.387	2.843.852	11,83%
2021-2022	346.546	2.798.301	12,38%
2022-2023	380.545	2.783.716	13,67%

Note: This table shows the percentage of foreign students in Primary Education in all the academic years from 2000- 2001 to 2022-2023. The graphic in the document itself, shows the information taken in this table. This table has been made by me and the information has been collected from [EDUCAbase](#) from *Ministerio de Educación y Formación Profesional de España*.

APPENDIX II: MATERIALS OF ACTIVITY 1.

Table 1: Contents of Year 1

CONTENIDOS		
COMUNICACIÓN	PLURILINGÜISMO	INTERCULTURALIDAD
Iniciación en la autoconfianza en el uso de la lengua extranjera.	Iniciación en herramientas básicas y elementales que facilitarán el desarrollo de un aprendizaje autónomo de las lenguas.	La lengua extranjera como medio de comunicación y relación con personas de otros países.
Funciones comunicativas elementales adecuadas al ámbito y al contexto: <ul style="list-style-type: none"> - saludar, despedirse, presentar y presentarse. - realizar preguntas muy sencillas sobre aspectos personales. - pedir permiso. - utilización de lenguaje en el aula. 		Iniciación en las estrategias básicas y sencillas de uso común para entender, respetar y apreciar la diversidad lingüística, cultural y artística, a partir de valores ecosociales y democráticos.

Iniciación en patrones sonoros y acentuales básicos y elementales: canciones, rimas, adivinanzas, trabalenguas y otros recursos orales de la tradición cultural de la lengua extranjera.		
Acercamiento a las herramientas analógicas y digitales básicas y elementales para la comprensión y expresión oral y multimodal.		

Note: This table detail the contents of English for Year 1 according to the DECREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Table 2: Contents of Grammar Year 1

ESTRUCTURAS SINTÁCTICO-DISCURSIVAS
Afirmación: frases afirmativas; Yes + tag
Negación: frases negativas con not, No + negative tag.
Interrogación: How and What questions; auxiliary verbs in questions (to be).
Expresión de gustos y preferencias: verb (like) + noun

Note: This table detail the contents of English for Year 1 according to the DECREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Table 3: Specific Competences and Assessment Criteria for Year 1

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
2. Expresar textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	<p>2.1 Expresar oralmente frases cortas y sencillas, para hablar de sí mismo o de su entorno más inmediato, utilizando, de forma guiada, recursos verbales y no verbales básicos, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación.</p> <p>2.2 Reconocer, de forma guiada, estrategias básicas para expresar mensajes breves y sencillos adecuados a las intenciones comunicativas usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>

<p>3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.</p>	<p>3.1 Participar, de forma guiada, situaciones de interacción muy elementales sobre temas cotidianos, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y con actitud respetuosa.</p> <p>3.2 Utilizar, de forma guiada, estrategias elementales para saludar, despedirse y presentarse; expresar mensajes sencillos y breves; y formular y contestar preguntas básicas para la comunicación, respondiendo a las necesidades comunicativas que surjan en situaciones y contextos próximos a su entorno.</p>
<p>4. Mediar en situaciones predecibles, usando estrategias y conocimientos, acogiendo la diversidad cognitiva, social y cultural para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.</p>	<p>4.1 Interpretar, de forma guiada, información básica de conceptos, comunicaciones y textos breves y sencillos en situaciones en las que atender a la diversidad, mostrando empatía e interés por los interlocutores y por los problemas de entendimiento en su entorno inmediato, apoyándose en diversos recursos y soportes.</p>
<p>5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, respetando siempre la diversidad cognitiva, social y cultural, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.</p>	<p>5.2. Identificar, de forma guiada, conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, apoyándose en el grupo y en soportes analógicos y digitales.</p>
<p>6. Tomar conciencia, apreciar, valorar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.</p>	<p>6.1 Mostrar interés por la comunicación intercultural, identificando, de forma guiada, los estereotipos más comunes, en situaciones cotidianas y habituales.</p> <p>6.2 Reconocer la diversidad lingüística y cultural relacionada con la lengua extranjera, mostrando interés por conocer sus elementos culturales y lingüísticos elementales.</p>

Note: This table detail the specific competences and assessment criteria of English for Year 1 according to the DECREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

APPENDIX III: MATERIALS OF ACTIVITY 2

Table 4: Contents of Year 3

CONTENIDOS		
COMUNICACIÓN	PLURILINGÜÍSMO	INTERCULTURALIDAD
Iniciación en la autoconfianza en el uso de la lengua extranjera.	Léxico y expresiones elementales y simples para comprender enunciados sobre la comunicación, la lengua y el aprendizaje (metalinguaje).	La lengua extranjera como medio de comunicación y relación con personas de otros países, y como medio para conocer culturas y modos de vida diferentes.
Estrategias básicas y elementales de uso común para la comprensión y la expresión de textos orales, escritos y multimodales breves, sencillos y contextualizados.	Herramientas que faciliten el desarrollo de un aprendizaje autónomo de las lenguas.	Interés en la participación en intercambios comunicativos sencillos y planificados, a través de diferentes medios, con estudiantes de la lengua extranjera.
Funciones comunicativas elementales adecuadas al ámbito y al contexto: <ul style="list-style-type: none"> - saludar, despedirse, presentar y presentarse. - utilización de lenguaje en el aula. 		Aspectos socioculturales y sociolingüísticos más significativos relativos a las costumbres, la vida cotidiana y las relaciones interpersonales básicas en países donde se habla la lengua extranjera.
Unidades lingüísticas básicas de uso común y significados asociados a dichas estructuras, tales como expresión de la entidad y sus propiedades, existencia, modalidad, gustos y preferencias, cantidad y número, espacio y las relaciones espaciales, tiempo, afirmación, exclamación, negación, interrogación, relaciones lógicas elementales.		Estrategias básicas de uso común para entender, respetar y apreciar la diversidad lingüística, cultural y artística, a partir de valores ecosociales y democráticos.
Léxico elemental y de interés para el alumnado relativo a relaciones interpersonales próximas, vivienda, lugares y entornos cercanos (p. e. números, formas geométricas, familia, alimentación, partes del cuerpo, animales, meses, estaciones,		

tiempo atmosférico, prendas de vestir, adjetivos descriptivos, deporte, sentimientos).		
Patrones sonoros, acentuales y de entonación básicos y sencillos de uso común, y funciones comunicativas generales asociadas a dichos patrones: rimas, retahílas, trabalenguas, canciones, adivinanzas, recursos de la tradición oral y escrita.		
Herramientas analógicas y digitales básicas y sencillas de uso común para la comprensión, expresión y coproducción oral, escrita y multimodal; y plataformas virtuales de interacción, cooperación y colaboración educativa.		

Note: This table detail the contents of English for Year 3 according to the DECEE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Table 5: Specific Competences and Assessment Criteria of Year 3

COMPETENCIAS ESPECÍFICAS	CRITERIOS DE EVALUACIÓN
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.	1.2 Seleccionar y aplicar, de forma guiada, estrategias elementales adecuadas en situaciones comunicativas cotidianas y de relevancia para el alumnado, captando el sentido global y procesando informaciones explícitas en textos orales, escritos y multimodales breves y sencillos sobre temas familiares.
2. Expresar textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	2.1 Expresar oralmente frases cortas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando, de forma guiada, recursos verbales y no verbales, prestando atención al ritmo, la acentuación y la entonación. 2.3 Seleccionar y aplicar, de forma guiada, estrategias para expresar mensajes breves y sencillos adecuados a las intenciones comunicativas, usando, con ayuda, recursos y

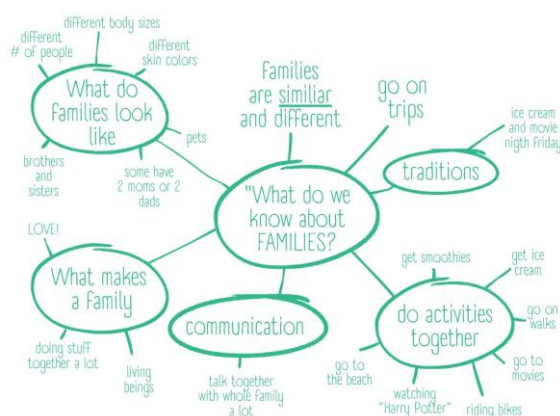
	<p>apoyos físicos o digitales en función de las necesidades de cada momento.</p>
<p>3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.</p>	<p>3.1 Participar, de forma guiada, en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a su experiencia, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital.</p> <p>3.2 Seleccionar y utilizar, de forma guiada, estrategias elementales para saludar, despedirse y presentarse; expresar mensajes breves; y contestar preguntas sencillas, respondiendo a las necesidades comunicativas que surjan en situaciones y contextos próximos a su entorno.</p>
<p>4. Mediar en situaciones predecibles, usando estrategias y conocimientos, acogiendo la diversidad cognitiva, social y cultural para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.</p>	<p>4.2 Reconocer, de forma guiada, estrategias muy elementales que faciliten la comprensión y expresión de información y la comunicación, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
<p>5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, respetando siempre la diversidad cognitiva, social y cultural, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.</p>	<p>5.2. Utilizar, de forma guiada, conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, apoyándose en el grupo y en soportes analógicos y digitales.</p>
<p>6. Tomar conciencia, apreciar, valorar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.</p>	<p>6.1 Actuar con respeto en situaciones interculturales, identificando y reconociendo semejanzas y diferencias elementales entre lenguas y culturas, y mostrando rechazo frente a discriminaciones, prejuicios y estereotipos de cualquier tipo en contextos comunicativos cotidianos y habituales.</p> <p>6.2 Reconocer y apreciar la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera como fuente de enriquecimiento personal, mostrando interés por comprender elementos culturales y lingüísticos elementales y habituales que fomenten la convivencia pacífica y el respeto por los demás.</p>

6.3 Distinguir, de forma guiada, estrategias básicas para entender y apreciar los aspectos más relevantes de la diversidad lingüística, cultural y artística, aceptando y respetando su valor y mostrando una actitud de apertura.

Note: This table detail the specific competences and assessment criteria of English for Year 3 according to the DECRET 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Figure 5:

What do we know about families?



Note: This image was made by me but it came from a video from Teaching Channel called *Our Selves, Our Classroom, Our Families* posted in 2012. This poster or diagram shows the different topics according to families the pupils have to know and that they have to take into account in the design of the Family Flag they are going to create.

In the link below, there is a video from Teaching Channel called *Our Selves, Our Classroom, Our Families* posted in 2012.

In this [video](#) you can see the dynamics used by a teacher of primary school that introduce concepts like identity to kids.

APPENDIX III: MATERIALS FOR ACTIVITY 3.

Table 6: Contents of Year 5

CONTENIDOS		
COMUNICACIÓN	PLURILINGÜÍSMO	INTERCULTURALIDAD
Autoconfianza y reflexión sobre el aprendizaje. El error como instrumento de mejora.	Léxico y expresiones elementales y simples para comprender enunciados sobre la comunicación, la lengua y el aprendizaje (metalinguaje).	La lengua extranjera como medio de comunicación y relación con personas de otros países, y como medio para conocer culturas y modos de vida diferentes.
Estrategias básicas y elementales de uso común para la comprensión y la expresión de textos orales, escritos y multimodales breves, sencillos y contextualizados.	Herramientas que faciliten el desarrollo de un aprendizaje autónomo de las lenguas.	Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios con hablantes o estudiantes de la lengua extranjera.
Funciones comunicativas elementales adecuadas al ámbito y al contexto: <ul style="list-style-type: none"> - pedir e intercambiar información sobre cuestiones cotidianas. - pedir y ofrecer ayuda. - dar indicaciones e instrucciones. - 	Estrategias básicas de uso común para identificar, retener, recuperar y utilizar unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, funciones lingüísticas etc.) a partir de la comparación de las lenguas y variedades que conforman su repertorio lingüístico personal.	Aspectos socioculturales y sociolingüísticos más significativos relativos a las costumbres, la vida cotidiana y las relaciones interpersonales básicas en países donde se habla la lengua extranjera.
Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto, organización y estructuración según la estructura interna.		Estrategias básicas de uso común para entender, respetar y apreciar la diversidad lingüística, cultural y artística, a partir de valores ecosociales y democráticos.
Léxico básico y de interés para el alumnado relativo a identificación personal, relaciones interpersonales próximas, lugares y entornos cercanos, ocio y tiempo libre, vida cotidiana (p. e.		

alimentación, adjetivos descriptivos, deporte, viajes y vacaciones, educación y estudio, compras y actividades comerciales, transporte, hogar, trabajo y ocupaciones, continentes, países y banderas, medio ambiente, clima y sostenibilidad, TIC).		
Patrones sonoros, acentuales y de entonación básicos y sencillos de uso común, y funciones comunicativas generales asociadas a dichos patrones: rimas, retahílas, trabalenguas, canciones, adivinanzas, recursos de la tradición oral y escrita.		
Convenciones ortográficas básicas y elementales de uso común y significados asociados a los formatos y elementos gráficos.		
Recursos para el aprendizaje y estrategias para la búsqueda guiada de información en medios analógicos y digitales.		

Note: This table detail the contents of English for Year 5 according to the DECEE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Table 7: Specific Competences and Assessment Criteria of Year 5

COMPETENCIAS ESPECÍFICAS	CRITERIOS DE EVALUACIÓN
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.	1.2 Seleccionar y aplicar, de forma guiada, estrategias y conocimientos adecuados en situaciones comunicativas cotidianas y de relevancia para el alumnado, captando el sentido global y procesando informaciones explícitas en textos orales, escritos y multimodales.

<p>2. Expresar textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.</p>	<p>2.2 Organizar y redactar, de forma guiada, textos breves y sencillos, previamente preparados, con adecuación a la situación comunicativa propuesta, a través de herramientas analógicas y digitales, y usando las funciones comunicativas principales y estructuras y léxico básico de uso común sobre asuntos cotidianos y frecuentes, de relevancia personal para el alumnado y próximos a su experiencia.</p> <p>2.3 Seleccionar, organizar y aplicar, de forma guiada, conocimientos y estrategias para preparar y expresar textos orales y escritos adecuados a las intenciones comunicativas y las características contextuales, usando, con ayuda, recursos físicos o digitales en función de la tarea y las necesidades de cada momento.</p>
<p>3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.</p>	<p>3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a su experiencia e intereses, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital.</p>
<p>4. Mediar en situaciones predecibles, usando estrategias y conocimientos, acogiendo la diversidad cognitiva, social y cultural para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.</p>	<p>4.1 Interpretar y explicar textos, conceptos y comunicaciones breves y sencillas, de forma guiada, en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en su entorno próximo, apoyándose en diversos recursos y soportes.</p> <p>4.2 Seleccionar y aplicar, de forma guiada, estrategias básicas que ayuden a crear puentes y faciliten la comprensión y expresión de información y la comunicación, adecuadas a las intenciones comunicativas elementales, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
<p>5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, respetando siempre la diversidad cognitiva, social y cultural,</p>	<p>5.2 Utilizar y diferenciar, de forma progresivamente autónoma los conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, apoyándose en el grupo y en soportes analógicos y digitales.</p>

<i>para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.</i>	
<p>6. Tomar conciencia, apreciar, valorar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.</p>	<p>6.1 Actuar con aprecio y respeto en situaciones interculturales, identificando y comparando semejanzas y diferencias entre las diferentes lenguas y culturas, y mostrando rechazo ante cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y habituales.</p> <p>6.2 Reconocer y respetar la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera como fuente de aprendizaje y enriquecimiento personal, mostrando interés por ampliar los conocimientos propios y comprender elementos culturales y lingüísticos básicos que fomenten la sostenibilidad y la democracia.</p> <p>6.3 Seleccionar y aplicar, de forma guiada, estrategias básicas para entender y apreciar la diversidad lingüística, cultural y artística, aceptando y respetando su valor y mostrando una actitud de apertura.</p>

Note: This table detail the specific competences and assessment criteria of English for Year 5 according to the DEGREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

APPENDIX III: ACTIVITY 4: DETECTIVES IN ACTION

Introduction

Detectives in action is an activity that aims to bring cultures closer together and learn more about characters, animals or things from the cultures of our classmates. Some of the values that this activity aims to develop are respect, tolerance, feeling represented and proud of the culture they come from and of their classmates' culture.

Development of the activity

Detectives in action is an activity that consists of creating a series of descriptions or riddles that the students will create and that are intended to be read out on the radio and that their classmates

will try to guess these riddles. This activity is designed to be developed in three years, so that these riddles will be carried out by groups of three members who will be interlevel, that is to say, they will be groups formed by one member from each class. In the event that some of the years have fewer students or, on the contrary, the groups could be formed by more than one student from the same course. Before doing the riddle, they will have to agree on which person, animal or thing they are going to describe. There will be at least two riddles, one of which will be about a famous person and the other one will be of your own choice. Once these riddles have been created, they will have to decide, with the advice of the teacher who will correct the descriptions beforehand, which of them they want to read on the radio. At the moment of reading, it on the radio, all three members must participate, unless one of the members does not want to participate. Once the riddle has been recorded, the investigation begins. In groups, they should listen to the radio programme and go riddle by riddle deciphering them. Each group will go at a pace that does not encourage competition among the students. Once the students think they have discovered one of the riddles, they should tell the teacher and explain how they arrived at this conclusion. In case they have guessed correctly and are the first to discover it, the logo they have previously designed as one of the activities prior to this one, will appear in the riddle ranking.

Contents, specific competences and assessment criteria

In a more academic way, this activity is aimed at pupils in year 4, year 5 and year 6 of primary school because of the knowledge and skills to be developed, as set out in the LOMLOE Education Law (Ministerio de Educación, 2022) As it is a Spanish law, the concepts, specific competences and the assessment criteria will be in Spanish.

The concepts, competences and assessment criteria to be develop are:

Year 4:

Table 8: Specific Competence and Assessment Criteria of year 4

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
<p><i>1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.</i></p>	<p>1.1 Reconocer e interpretar el sentido global y la información esencial, así como palabras y frases previamente indicadas, en textos orales, escritos y multimodales, breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, así como de textos de ficción adecuados al nivel de desarrollo del alumnado, expresados de forma comprensible, clara y en lengua estándar a través de distintos soportes.</p>

	<p>1.2 Seleccionar y aplicar, de forma guiada, estrategias adecuadas en situaciones comunicativas cotidianas y de relevancia para el alumnado, captando el sentido global y procesando informaciones explícitas en textos orales, escritos y multimodales breves y sencillos sobre temas familiares.</p>
<p>2. Expresar textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.</p>	<p>2.1 Expresar oralmente frases cortas y textos breves y sencillos con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando, de forma guiada, recursos verbales y no verbales, prestando atención al ritmo, la acentuación y la entonación.</p> <p>2.2 Redactar textos muy breves y sencillos, con adecuación a la situación comunicativa propuesta, a partir de modelos y a través de herramientas analógicas y digitales, usando estructuras y léxico elemental sobre asuntos cotidianos y de relevancia personal para el alumnado.</p> <p>2.3 Seleccionar, organizar y aplicar, de forma guiada, estrategias para expresar mensajes breves y sencillos adecuados a las intenciones comunicativas, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
<p>3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.</p>	<p>3.1 Participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a su experiencia, preparadas previamente, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital.</p> <p>3.2 Seleccionar y utilizar, de forma guiada, estrategias elementales para saludar, despedirse y presentarse; expresar mensajes breves; y formular y contestar preguntas sencillas, respondiendo a las necesidades comunicativas que surjan en distintas situaciones y contextos.</p>
<p>4. Mediar en situaciones predecibles, usando estrategias y conocimientos, acogiendo la diversidad cognitiva, social y cultural para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.</p>	<p>4.1 Interpretar y explicar textos, conceptos y comunicaciones breves y sencillas, de forma guiada, en situaciones en las que atender a la diversidad, mostrando empatía e interés por los interlocutores y por los problemas de entendimiento en su entorno más próximo, apoyándose en diversos recursos y soportes.</p>

	<p>4.2 Seleccionar y aplicar, de forma guiada, estrategias elementales que ayuden a crear puentes y faciliten la comprensión y expresión de información y la comunicación, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
<p>5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, respetando siempre la diversidad cognitiva, social y cultural, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.</p>	<p>5.1 Comparar y contrastar las similitudes y diferencias entre distintas lenguas reflexionando, de forma guiada, sobre aspectos básicos de su funcionamiento, respetando la diversidad cognitiva, social y cultural.</p> <p>5.2 Utilizar y diferenciar, de forma guiada, los conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, apoyándose en el grupo y en soportes analógicos y digitales.</p> <p>5.3 Registrar y aplicar, de manera guiada, los progresos y dificultades elementales en el proceso de aprendizaje de la lengua extranjera, reconociendo los aspectos que ayudan a mejorar y participando en actividades de autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) normalizando el error y valorándolo como una fuente de aprendizaje.</p>
<p>6. Tomar conciencia, apreciar, valorar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.</p>	<p>6.1 Actuar con respeto en situaciones interculturales, identificando y comparando semejanzas y diferencias elementales entre lenguas y culturas, y mostrando rechazo frente a discriminaciones, prejuicios y estereotipos de cualquier tipo en contextos comunicativos cotidianos y habituales.</p> <p>6.2 Reconocer y apreciar la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera como fuente de aprendizaje y enriquecimiento personal, mostrando interés por comprender elementos culturales y lingüísticos elementales y habituales que fomenten la convivencia pacífica y el respeto por los demás.</p> <p>6.3 Seleccionar y aplicar, de forma guiada, estrategias básicas para entender y apreciar los aspectos más relevantes de la diversidad lingüística, cultural y artística, aceptando y respetando su valor y mostrando una actitud de apertura.</p>

Note: This table detail the specific competences and assessment criteria of English for Year 4 according to the DEGREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Table 9: Contents of Year 4

CONTENTS

COMUNICACIÓN	PLURILINGÜISMO	INTERCULTURALIDAD
Autoconfianza y reflexión sobre el aprendizaje. El error como instrumento de mejora.	Estrategias y técnicas de compensación de las carencias comunicativas para responder a una necesidad elemental a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.	La lengua extranjera como medio de comunicación y relación con personas de otros países, y como medio para conocer culturas y modos de vida diferentes.
Estrategias básicas y elementales para la comprensión y la expresión de textos orales, escritos y multimodales breves, sencillos y contextualizados.	Iniciación en estrategias y herramientas básicas de uso común de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.	Aspectos socioculturales y sociolingüísticos más significativos relativos a las costumbres, la vida cotidiana y las relaciones interpersonales básicas en países donde se habla la lengua extranjera.
Conocimientos, destrezas y actitudes elementales que permiten iniciarse y participar en actividades de mediación en situaciones cotidianas básicas.	Léxico y expresiones elementales para comprender enunciados sobre la comunicación, la lengua y el aprendizaje (metalenguaje).	Estrategias básicas de uso común para entender y apreciar la diversidad lingüística, cultural y artística, a partir de valores ecosociales y democráticos.
Funciones comunicativas básicas adecuadas al ámbito y al contexto: - saludar, despedirse, presentar y presentarse.	Herramientas que faciliten el desarrollo de un aprendizaje autónomo de las lenguas.	

- describir personas, objetos, lugares, plantas, animales y actividades.

Léxico elemental y de interés para el alumnado relativo a descripción personal y relaciones interpersonales próximas, vivienda, lugares y entornos cercanos (p. e. números, formas geométricas, familia, alimentación, partes del cuerpo, animales, meses, estaciones, tiempo atmosférico, prendas de vestir, adjetivos descriptivos, deporte, viajes y vacaciones, educación y estudio, compras, transporte).

Patrones sonoros, acentuales y de entonación básicos de uso común, y funciones comunicativas generales asociadas a dichos patrones: rimas, retahílas, trabalenguas, canciones, adivinanzas, recursos de la tradición oral y escrita.

Convenciones ortográficas básicas de uso común y significados asociados a los formatos y elementos gráficos.

Note: This table detail the contents of English for Year 5 according to the DECREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Year 5:

Table 10: Specific Competences and Assessment criteria for year 5

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
<p>1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.</p>	<p>1.1 Reconocer e interpretar el sentido global y la información esencial, así como palabras y frases específicas de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y ámbitos próximos a su experiencia, así como de textos literarios adecuados al nivel de desarrollo del alumnado, expresados de forma comprensible, clara y en lengua estándar a través de distintos soportes.</p> <p>1.2 Seleccionar y aplicar, de forma guiada, estrategias y conocimientos adecuados en situaciones comunicativas cotidianas y de relevancia para el alumnado, captando el sentido global y procesando informaciones explícitas en textos orales, escritos y multimodales.</p>
<p>2. Expresar textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.</p>	<p>2.1 Expresar oralmente textos breves y sencillos, previamente preparados, sobre asuntos cotidianos y de relevancia para el alumnado, utilizando, de forma guiada, recursos verbales y no verbales, y usando estructuras básicas y de uso frecuente, así como reproduciendo patrones sonoros, acentuales, rítmicos y de entonación básicos, propios de la lengua extranjera.</p> <p>2.2 Organizar y redactar, de forma guiada, textos breves y sencillos, previamente preparados, con adecuación a la situación comunicativa propuesta, a través de herramientas analógicas y digitales, y usando las funciones comunicativas principales y estructuras y léxico básico de uso común sobre asuntos cotidianos y frecuentes, de relevancia personal para el alumnado y próximos a su experiencia.</p> <p>2.3 Seleccionar, organizar y aplicar, de forma guiada, conocimientos y estrategias para preparar y expresar textos orales y escritos adecuados a las intenciones comunicativas y las características contextuales, usando, con ayuda, recursos físicos o digitales en función de la tarea y las necesidades de cada momento.</p>
<p>3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas</p>	<p>3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a su experiencia e intereses, a través de diversos soportes, apoyándose</p>

<p><i>de su interés en intercambios comunicativos respetuosos con las normas de cortesía.</i></p>	<p>en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital.</p> <p>3.2 Seleccionar y utilizar, de forma guiada, estrategias elementales para saludar, despedirse y presentarse; formular y contestar preguntas sencillas; expresar mensajes, e iniciar y terminar la comunicación, respondiendo a las necesidades comunicativas que surjan en distintas situaciones y contextos</p>
<p><i>4. Mediar en situaciones predecibles, usando estrategias y conocimientos, acogiendo la diversidad cognitiva, social y cultural para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.</i></p>	<p>4.1 Interpretar y explicar textos, conceptos y comunicaciones breves y sencillas, de forma guiada, en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en su entorno próximo, apoyándose en diversos recursos y soportes.</p> <p>4.2 Seleccionar y aplicar, de forma guiada, estrategias básicas que ayuden a crear puentes y faciliten la comprensión y expresión de información y la comunicación, adecuadas a las intenciones comunicativas elementales, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
<p><i>5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, respetando siempre la diversidad cognitiva, social y cultural, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.</i></p>	<p>5.1 Comparar y contrastar las similitudes y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma, sobre aspectos básicos de su funcionamiento, respetando la diversidad cognitiva, social y cultural.</p> <p>5.2 Utilizar y diferenciar, de forma progresivamente autónoma los conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, apoyándose en el grupo y en soportes analógicos y digitales.</p> <p>5.3 Registrar y utilizar, de manera guiada, los progresos y dificultades en el proceso de</p>

	aprendizaje de la lengua extranjera, reconociendo los aspectos que ayudan a mejorar y realizando actividades de autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, normalizando el error y valorándolo como una fuente de aprendizaje.
6. Tomar conciencia, apreciar, valorar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.	<p>6.1 Actuar con aprecio y respeto en situaciones interculturales, identificando y comparando semejanzas y diferencias entre las diferentes lenguas y culturas, y mostrando rechazo ante cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y habituales.</p> <p>6.2 Reconocer y respetar la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera como fuente de aprendizaje y enriquecimiento personal, mostrando interés por ampliar los conocimientos propios y comprender elementos culturales y lingüísticos básicos que fomenten la sostenibilidad y la democracia.</p> <p>6.3 Seleccionar y aplicar, de forma guiada, estrategias básicas para entender y apreciar la diversidad lingüística, cultural y artística, aceptando y respetando su valor y mostrando una actitud de apertura.</p>

Note: This table detail the specific competences and assessment criteria of English for Year 5 according to the DECREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Table 11: Contents for Year 5

CONTENTS

COMUNICACIÓN	PLURILINGÜÍSMO	INTERCULTURALIDAD
Autoconfianza y reflexión sobre el aprendizaje. El error como instrumento de mejora.	Estrategias y técnicas de compensación de las carencias comunicativas para responder a una necesidad elemental a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera	Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios con hablantes o estudiantes de la lengua extranjera.

	y en las demás lenguas del repertorio lingüístico propio.	
Estrategias básicas y elementales para la comprensión y la expresión de textos orales, escritos y multimodales breves, sencillos y contextualizados.	Estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.	Aspectos socioculturales y sociolingüísticos básicos y habituales relativos a las costumbres, la vida cotidiana y las relaciones interpersonales, las convenciones sociales básicas de uso común, el lenguaje no verbal, la cortesía lingüística y la etiqueta digital propias de países donde se habla la lengua extranjera.
Conocimientos, destrezas y actitudes elementales que permiten iniciarse y participar en actividades de mediación en situaciones cotidianas básicas.	Léxico y expresiones básicas para comprender enunciados sobre la comunicación, la lengua y el aprendizaje (metalenguaje).	Estrategias básicas de uso común para entender, valorar y apreciar la diversidad lingüística, cultural y artística, a partir de valores ecosociales y democráticos.
Funciones comunicativas básicas adecuadas al ámbito y al contexto: <ul style="list-style-type: none"> - saludar, despedirse, presentar y presentarse. - describir personas, objetos, lugares, plantas, animales y actividades. 	Herramientas que faciliten el desarrollo de un aprendizaje autónomo de las lenguas.	

Léxico elemental y de interés para el alumnado relativo a descripción personal y relaciones interpersonales próximas, vivienda, lugares y entornos cercanos (p. e. números, formas geométricas, familia, alimentación, partes del cuerpo, animales, meses, estaciones, tiempo atmosférico, prendas de vestir, adjetivos descriptivos, deporte, viajes y vacaciones, educación y estudio, compras, transporte).

Patrones sonoros, acentuales y de entonación básicos de uso común, y funciones comunicativas generales asociadas a dichos patrones: rimas, retahílas, trabalenguas, canciones, adivinanzas, recursos de la tradición oral y escrita.

Convenciones ortográficas básicas de uso común y significados asociados a los formatos y elementos gráficos.

Recursos para el aprendizaje y estrategias para la búsqueda guiada de información en medios analógicos y digitales.

Note: This table detail the contents of English for Year 5 according to the DECREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Year 6:

Table 12: Specific Competences and Assessment Criteria for year 6

SPECIFIC COMPETENCE	ASSESSMENT CRITERIA
<p>1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.</p>	<p>1.1 Reconocer, interpretar y analizar el sentido global y la información esencial, así como palabras y frases específicas de textos orales, escritos y multimodales breves y sencillos sobre temas frecuentes y cotidianos de relevancia personal y ámbitos próximos a su experiencia, así como de textos literarios adecuados al nivel de desarrollo del alumnado, expresados de forma comprensible, clara y en lengua estándar a través de distintos soportes.</p> <p>1.2 Seleccionar, organizar y aplicar de, forma guiada, estrategias y conocimientos adecuados en distintas situaciones comunicativas cotidianas y de relevancia para el alumnado, captando el sentido global y procesando informaciones explícitas en textos diversos.</p>
<p>2. Expresar textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.</p>	<p>2.1 Expresar oralmente textos breves y sencillos, previamente preparados, sobre asuntos cotidianos y de relevancia para el alumnado, utilizando, de forma guiada, recursos verbales y no verbales, y usando formas y estructuras básicas y de uso frecuente, así como reproduciendo patrones sonoros, acentuales, rítmicos y de entonación básicos, propios de la lengua extranjera.</p> <p>2.2 Organizar y redactar textos breves y sencillos, previamente preparados, con adecuación a la situación comunicativa propuesta, a través de herramientas analógicas y digitales, y usando las funciones</p>

	<p>comunicativas principales y estructuras y léxico básico de uso común sobre asuntos cotidianos y frecuentes, de relevancia personal para el alumnado y próximos a su experiencia.</p> <p>2.3 Seleccionar, organizar y aplicar, de forma guiada, conocimientos y estrategias para preparar y expresar textos orales y escritos adecuados a las intenciones comunicativas, las características contextuales y la tipología textual, usando recursos físicos o digitales en función de la tarea y las necesidades de cada momento.</p>
<p>3. Interactuar con otras personas usando expresiones cotidianas, recurriendo a estrategias de cooperación y empleando recursos analógicos y digitales, para responder a necesidades inmediatas de su interés en intercambios comunicativos respetuosos con las normas de cortesía.</p>	<p>3.1 Planificar y participar en situaciones interactivas breves y sencillas sobre temas cotidianos, de relevancia personal y próximos a su experiencia e intereses, a través de diversos soportes, apoyándose en recursos tales como la repetición, el ritmo pausado o el lenguaje no verbal, y mostrando empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades, ideas y motivaciones de los interlocutores.</p> <p>3.2 Seleccionar, organizar y utilizar, de forma guiada, estrategias elementales para saludar, despedirse y presentarse; formular y contestar preguntas sencillas; expresar mensajes, e iniciar y terminar la comunicación, respondiendo a las necesidades comunicativas que surjan en distintas situaciones y contextos.</p>
<p>4. Mediar en situaciones predecibles, usando estrategias y conocimientos, acogiendo la diversidad cognitiva, social y cultural para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.</p>	<p>4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas, de forma guiada, en situaciones en las que atender a la diversidad, mostrando respeto y empatía por los interlocutores y por las lenguas empleadas, e interés por participar en la solución de problemas de intercomprensión y de entendimiento en su entorno próximo, apoyándose en diversos recursos y soportes.</p> <p>4.2 Seleccionar y aplicar, de forma guiada, estrategias básicas que ayuden a crear puentes y faciliten la comprensión y expresión de información y la comunicación, adecuadas a las intenciones comunicativas, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.</p>
<p>5. Reconocer y usar los repertorios lingüísticos personales entre distintas lenguas, reflexionando sobre su funcionamiento e identificando las estrategias y conocimientos propios, respetando</p>	<p>5.1 Comparar y contrastar las similitudes y diferencias entre distintas lenguas reflexionando e investigando de manera progresivamente autónoma, sobre aspectos</p>

<p><i>siempre la diversidad cognitiva, social y cultural, para mejorar la respuesta a necesidades comunicativas concretas en situaciones conocidas.</i></p>	<p>básicos de su funcionamiento, respetando la diversidad cognitiva, social y cultural.</p> <p>5.2 Utilizar, diferenciar e interiorizar, de forma progresivamente autónoma los conocimientos y estrategias de mejora de su capacidad de comunicar y de aprender la lengua extranjera, apoyándose en el grupo y en soportes analógicos y digitales.</p> <p>5.3 Registrar y utilizar, de manera guiada, los progresos y dificultades en el proceso de aprendizaje de la lengua extranjera, reconociendo e interiorizando los aspectos que ayudan a mejorar y realizando actividades de autoevaluación y coevaluación, como las propuestas en el Portfolio Europeo de las Lenguas (PEL) o en un diario de aprendizaje, normalizando el error y valorándolo como una fuente de aprendizaje.</p>
<p><i>6. Tomar conciencia, apreciar, valorar y respetar la diversidad lingüística, cultural y artística a partir de la lengua extranjera, identificando y valorando las diferencias y semejanzas entre lenguas y culturas, para aprender a gestionar situaciones interculturales.</i></p>	<p>6.1 Actuar con aprecio y respeto en situaciones interculturales, construyendo vínculos entre las diferentes lenguas y culturas, y mostrando rechazo ante cualquier tipo de discriminación, prejuicio y estereotipo en contextos comunicativos cotidianos y habituales.</p> <p>6.2 Aceptar y respetar la diversidad lingüística, cultural y artística propia de países donde se habla la lengua extranjera como fuente de aprendizaje y enriquecimiento personal, mostrando interés por ampliar los conocimientos propios y comprender elementos culturales y lingüísticos básicos que fomenten la sostenibilidad y la democracia.</p> <p>6.3 Seleccionar y aplicar, de forma guiada, diferentes estrategias para entender y apreciar la diversidad lingüística, cultural y artística, aceptando y respetando su valor y mostrando una actitud de apertura.</p>

Note: This table detail the specific competences and assessment criteria of English for Year 6 according to the DECREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Table 6: Contents of Year 6

CONTENTS		
COMUNICACIÓN	PLURILINGÜISMO	INTERCULTURALIDAD
Autoconfianza y reflexión sobre el aprendizaje. El error como instrumento de mejora.	Estrategias y técnicas de compensación de las carencias comunicativas para responder eficazmente a una necesidad concreta, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.	La lengua extranjera como medio de comunicación y relación con personas de otros países, como forma de acceder a nueva información y como medio para conocer culturas, valores, creencias, actitudes y modos de vida diferentes.
Estrategias para la comprensión, la planificación y la expresión de textos orales, escritos y multimodales breves, sencillos y contextualizados.	Estrategias básicas para identificar, organizar, retener, recuperar y utilizar unidades lingüísticas (léxico, morfosintaxis, patrones sonoros, funciones lingüísticas, etc.) a partir de la comparación de las lenguas y variedades que conforman su repertorio lingüístico personal.	– Valoración positiva e interés por establecer contactos y comunicarse a través de diferentes medios con hablantes o estudiantes de la lengua extranjera.
Funciones comunicativas básicas adecuadas al ámbito y al contexto: <ul style="list-style-type: none"> - saludar, despedirse, presentar y presentarse. - describir personas, objetos, lugares, plantas, animales, actividades y hábitos. - situar objetos, personas y lugares en el espacio. 	Estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.	Aspectos socioculturales y sociolingüísticos básicos y habituales relativos a las costumbres, la vida cotidiana y las relaciones interpersonales, las convenciones sociales básicas de uso común, el lenguaje no verbal, la cortesía lingüística y la etiqueta digital propias de países donde se habla la lengua extranjera.
Modelos contextuales y géneros discursivos básicos en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios: características y reconocimiento del contexto, organización y estructuración según la estructura interna.	Herramientas que faciliten el desarrollo de un aprendizaje autónomo y competente de las lenguas.	Estrategias básicas para entender, valorar y apreciar la diversidad lingüística, cultural y artística, a partir de valores ecosociales y democráticos.
Patrones sonoros, acentuales, rítmicos y de entonación básicos y funciones		Estrategias de detección de usos discriminatorios del lenguaje verbal y no verbal.

comunicativas generales asociadas a dichos patrones, como ritmo, sonoridad de la lengua a través de las rimas, retahílas, trabalenguas, canciones, adivinanzas y recursos de la tradición oral y escrita.		
Recursos para el aprendizaje y estrategias para la búsqueda de información en medios analógicos y digitales.		
Herramientas analógicas y digitales básicas para la comprensión, expresión y coproducción oral, escrita y multimodal; plataformas virtuales de interacción, cooperación y colaboración educativa (aulas virtuales, videoconferencias, herramientas digitales colaborativas...) para el aprendizaje, la comunicación y el desarrollo de proyectos con hablantes o estudiantes de la lengua extranjera.		

Note: This table detail the contents of English for Year 6 according to the DECREE 38/2022, of September 29, establishing the organization and curriculum of primary education in the Community of *Castilla y León* (Ministerio de Educación, 2022)

Objectives

The objectives to be developed in this activity are divided into three:

Those objectives in relation to the development of the activity as a final task for year 4, 5 and 6, on the other hand those objectives in relation to interculturality and finally in relation to the competences to be developed.

- Final task
 - Identify famous cultural figures described orally and in writing.
 - Make a description of a cultural figure of their culture using vocabulary of the previous terms.
 - Use a given structure to make their own description.

- Working in a team in an orderly manner and putting the teacher's guidelines into practice.
- Interculturalism
 - To promote values such as respect and tolerance towards all cultures and, in particular, towards our classmates.
 - Work together with peers from another culture to establish links and develop cooperative work strategies.
 - To get to know and give visibility to important characters and elements of all the cultures present in the centre.
- Competences
 - Develop oral and written skills in previous activities to this final task.
 - To develop reading comprehension through descriptions that have to be linked to what is described.
 - To develop plurilingual competence through progressive knowledge of the English language.
 - To develop intercultural competence by establishing those aspects that students have in common in relation to their cultures and learning more about the culture of their classmates.

Previous knowledge before developing the activity

Detectives in action is an activity that aims to encompass a series of knowledge and skills previously mentioned in relation to year 4, year 5 and year 6. Prior to this final activity, it is necessary to work on this knowledge and skills through materials such as the textbook and small activities for the subsequent development of the proposed activity. All previous activities must maintain the intercultural sense by using elements that belong to the cultures present in the centre.

First of all, it is necessary to give them and remind them of the vocabulary they will need to be able to develop the previous activities and later the final activity. In the case of year 4, the unit 3 from the book focuses on descriptions of people, so it is necessary to do activities where they are taught vocabulary to describe the physical form, the clothes they wear or the work they do. In the case of year 5, unit 4 focuses on animals, so in this course these descriptions can be made of animals, although there would be no problem in making them of people, since it would be a review of the fourth grade. In the case of year 6, unit 2 of the book talks about different foods and makes descriptions so that working on this topic before the proposed final task would allow developing the necessary knowledge and skills for it. In addition, in this course, descriptions of both people and animals could be done, since they have worked on it before and it would be a good way to review previous knowledge.

Once the necessary terms for the descriptions have been introduced or reviewed, one could begin to work on the descriptions orally through activities where the description has to be related to an image of what is being described. Once they have worked orally, they will work in writing through descriptive texts that will help them to see how a description is made and the elements it must have in relation to the course in which it is made. In addition, it will be necessary to give them a script where they have all the elements, they need to make their description. Finally, all the students, using the examples they have been seeing and working with, will create their own description of the character, food or animal of their choice from the culture in pairs using the script.

Attention to diversity

The context in which this intervention is framed aims to improve intercultural relations by using English as a language of connection between cultures, however there may be pupils who have no knowledge of English or even Spanish. For this reason, a series of aspects must be taken into account when developing activities so that all students can carry them out. In the event that certain aspects of the activities will not be understood, modifications could be made in relation to the language they are most proficient in so that they can understand the objective of the activity.

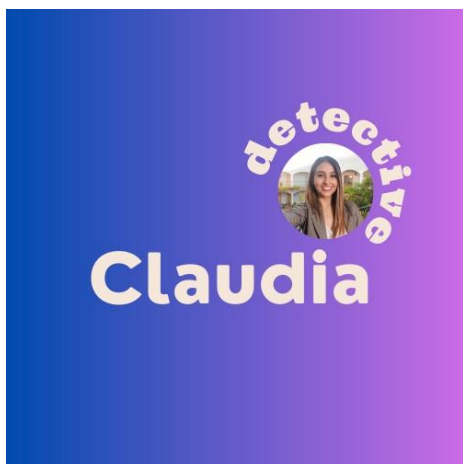
Some of the aspects to be taken into account are the use of graphic elements, images and examples to facilitate the process of understanding the activity. In this way, it is not necessary to use so much written language and everything is much simpler. Another important aspect is to make materials such as presentations and posters so that all the activities and explanations to be carried out have a visual support that facilitates their development. On the other hand, it is necessary to go step by step so that students acquire the required knowledge progressively. To this end, it is necessary to carry out activities that require a higher level of complexity each time, but in a progressive way without a big change from one activity to the next one.

Materials



This is going to be the poster to promote the new section of the Radio program and the poster to promote the activity they are going to develop.

This poster will be placed around the school to influence and encourage pupils to become involved in the activity.

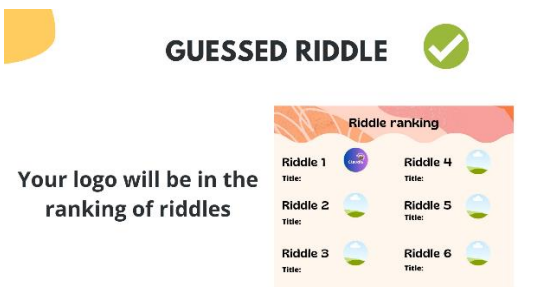
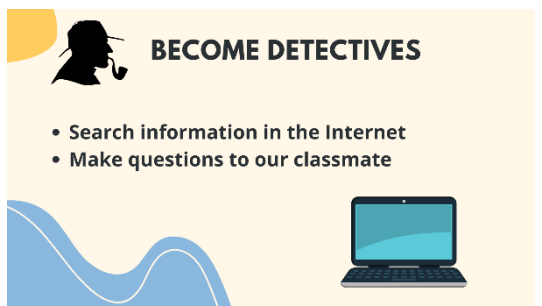
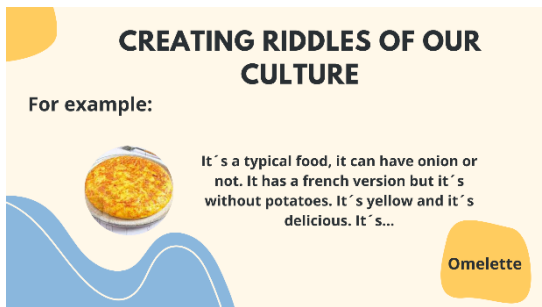
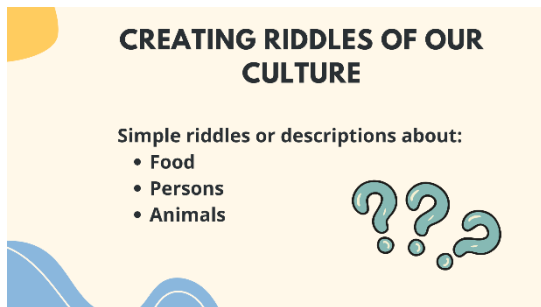
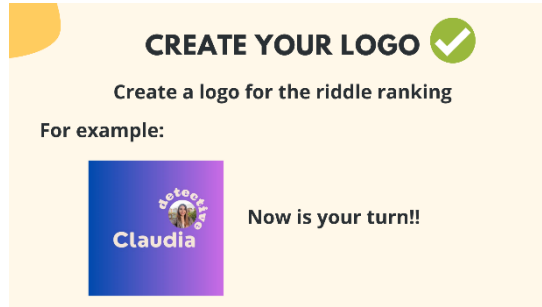


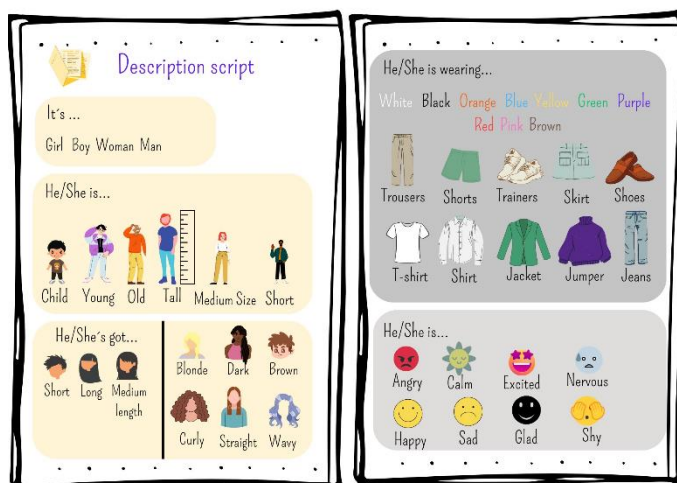
This is an example of the logo that the pupils will have to design using a picture or a photo of themselves with the intention of use it in the riddle ranking.



This will be the Riddle Ranking in which the pupils will place their logos when they guess the riddle correct.

This is the presentation designed to introduce this final task





This is the design of the script that will be given to the pupils of year 4, 5 and 6 to make their descriptions