



**EXTRACT FROM THE LESSON PLAN
FOR THIRD YEAR OF EARLY YEAR EDUCATION (5 YEARS)**

The Order EFP/608/2022, of 29 June, which establishes the curriculum and regulates the organization of Early Year in the area of management of the Ministry of Education and Vocational Training establishes in its Article 3 the new definition of objectives, understood as achievements that pupils are expected to have attained by the end of the stage and whose attainment is linked to the acquisition of key competences.

Early Year education will contribute to developing children's capacities which will enable them:

- a) To Know their own body and others, as well as their possibilities for action and to learn to respect differences.

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- b) To observe and explore their family, natural and social environment.
- c) To progressively acquire autonomy in their usual activities.
- d) To develop their emotional and affective capacities.
- e) To relate to others on an equal footing and to progressively acquire basic guidelines for coexistence and social relations, as well as to practice the use of empathy and peaceful conflict resolution, avoiding any kind of violence.
- f) To develop communicative skills in different languages and forms of communication.
- g) Initiation in logical-mathematical skills, in reading and writing, and in movement, gesture and rhythm. movement, gesture and rhythm.
- h) Promote, apply and develop social norms that foster equality between men and women.

1.- Sequencing of the assessment criteria of the specific competences and associated knowledge.

FIRST TERM

Learning situation	Basic Skills
<p>OUR PET. We discover our mascot, our classmates, teachers, classroom and school.</p>	<p>Area: Growing in Harmony. - Basic rules in the classroom: raising your hand to speak, respecting your turn to speak, picking up material, asking permission, saying thank you, asking for things please, speaking using an appropriate tone of voice, paying attention to the people who are speaking to you...</p> <p>Area: Discovery and Exploration of the Environment. - The school.</p>

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	<ul style="list-style-type: none"> - Occupations at school. - School day. <p>Area: Communication and Representation of Reality.</p> <ul style="list-style-type: none"> - Basic routines: checking who has come, counting children, calendar, day of the week, toileting, etc. - Songs of daily routines. - Recognition of weather variations: sunny, cloudy, rainy, windy, snowy, misty... - Differentiation of the parts of the day: morning, afternoon, evening, night. - Names of self, classmates and teachers. - Words RANAS and MARIPOSAS (each in its own class). - Songs and poems. - Oral expression. - Use of the language to communicate clearly. - Phonetic discrimination. - Reading images and pictograms.
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Learning situation	Basic Skills
<p>HUMAN BODY. We investigate our own body and how it works.</p>	<p>Area: Growth in Harmony.</p> <ul style="list-style-type: none"> - Dramatization of songs, poems and proverbs. - Parts of the face. - Parts of the body and their location in the body diagram. - The body and its progressive control. - Positive and adjusted self-image in front of others. - The senses and their functions. - Movement: progressive control of coordination, tone, balance and movement. <p>Area: Communication and Representation of Reality.</p>

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	<ul style="list-style-type: none"> - Recognition of weather variations: sunny, cloudy, rainy, windy, snowy, fog... - Differentiation of the parts of the day: morning, afternoon, night. - Recognition of the numbers worked. (5 years: from 1 to 6). - Correspondence of the number with the quantity. - Plane figures (5 years: circle, square, triangle and rectangle). - Straight and curved line. - Classifications based on various qualities and attributes. - Realization of serials. - Basic concepts 5 years: Large-Medium-Small. Top-Bottom. In-Out. Fast-Slow. Many-Few. Front-Back. - Contextualized basic quantifiers. - Ordinal numbers (5 years: 1st, 2nd, 3rd and 4th). <p>Area: Communication and Representation of Reality.</p> <ul style="list-style-type: none"> - Vocabulary related to the body. - Basic routines: check who has come, count boys and girls, calendar, day of the week, toilet... - Songs of daily routines. - Own name, that of classmates and teachers. - Recognition of the spellings of some letters. - Recognition of some words through global reading. - Initiation of reading and writing simple words. - Making varied strokes. - Colors: primary colors and their mixtures. - Use of different materials and plastic techniques. - Use and management of the cursor through interactive games.
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SECOND TERM

Learning situation	Saberes básicos
<p>Based on the students' interests, they will democratically choose the project they want to develop and the subject they want to learn about.</p>	<p>Area: Growth in Harmony.</p> <ul style="list-style-type: none"> - Make decisions democratically. - Show interest and curiosity in the project. - Acquire responsible habits in life in society. - Identify and express one's own emotional states appropriately. - Acquire adequate self-control, showing tolerance of frustration. <p>Area: Discovery and Exploration of the Environment.</p> <ul style="list-style-type: none"> - Observe and explore the closest environment. - Correspondence of the number with the quantity. - Recognition of the numbers worked (5 years: from 1 to 8). - Plane figures: 5 years: circle, square, triangle, rectangle, oval. - Classification based on various qualities and attributes. - Realization of serials. - Basic concepts 5 years: High - low. Full - empty. Above - below. Morning - afternoon - evening. Long - short. More than - less than. Thick - thin. Front - back. - Ordinal numbers: 5 years: 1st, 2nd, 3rd, and 4th. - Ascending series: 5 years: from 1 to 8. - Descending series: 5 years: from 8 to 1. - Number graphics: 5 years: 1 to 8. <p>Area: Communication and Representation of Reality.</p> <ul style="list-style-type: none"> - Acquire the vocabulary related to the chosen topic. - Memorize, sing and recite songs and poems. - Use oral language to communicate increasingly clearly.

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	<ul style="list-style-type: none"> - Use body expression to transmit ideas, feelings, moods. - Colors: primary colors and their mixtures, warm and cold colors. - Use of different materials and plastic techniques. - Making varied strokes. - Use and management of the mouse through interactive games.
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THIRD TERM

Learning Situation	Basic Skills
<p>THESE CAÑADA OLYMPICS ARE THE CAÑA</p> <p>We discovered some Spanish sports and athletes through different attractive and motivating learning situations for the students</p>	<p>Area: Growth in Harmony.</p> <ul style="list-style-type: none"> - Active mastery of tone and posture depending on the characteristics of objects, actions and situations. - The game as a pleasant activity and source of learning. Game rules. - Constructive acceptance of errors and corrections: manifestations of improvement and achievement. - Socio-effective and coexistence skills: communication of feelings and emotions and basic coexistence guidelines, which include respect for gender equality and rejection of any type of discrimination. <p>Area: Discovery and Exploration of the Environment.</p> <ul style="list-style-type: none"> - Different types of games, their rules, their origin, their materials. - Specific vocabulary related to the different athletes and sports played in Spain. - Before and after a given number. - Temporal sequences. - Introduction to estimation, comparison and natural measurements strategies. - Introduction to addition and subtraction (5 years). - Recognition of the numbers worked: 5 years: from 1 to 10. - Correspondence of the number with the quantity. - Flat figures: 5 years: circle, square, triangle, rectangle, oval and rhombus.

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	<ul style="list-style-type: none"> - Bodies with volume: pyramid, sphere, cube and cone (5 years). - Classifications based on various qualities and attributes. - Addition and subtraction. - Numerical series. - Basic concepts 5 years: wet - dry, near - far, up - down, yesterday - today, just like, before - after, half - whole, right - left. - Ordinal numbers: 5 years: from 1st to 6th and the last one. - Ascending series: 5 years: from 1 to 10. - Descending series: 5 years: from 10 to 1. - Number graphics: 5 years: 1 to 10. - Functionality of numbers in everyday life. - Situations in which it is necessary to measure. - Basic spatial notions in relation to one's own body, objects and actions, both at rest and in movement. <p>Area: Communication and Representation of Reality.</p> <ul style="list-style-type: none"> - Songs, rhymes and poems. - Basic plastic techniques (painting, punching, cutting, gluing...). - Recognition of the spellings of some letters. - Recognition of some words through global reading. - Introduction to reading and writing simple words. - Knowledge and contextualized use of new vocabulary. - Colors: primary colors and their mixtures, warm and cold colors. Color gradation (light – dark). - Use of different materials and plastic techniques. - Making varied strokes. - Use and management of the cursor through interactive games. - Explanation of the rules of a sport. - Ordering the sequences of different sports. - Spanish works of art related to sports.
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	- Colors: primary colors and their mixtures, warm and cold colors. Color gradation (light – dark).
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2.- Methodological and didactic principles

Educational practice in Infant Education will seek to develop and progressively lay the foundations that will facilitate the maximum development of each child from the beginning of their schooling. This practice will be based on meaningful and emotionally positive learning experiences and on experimentation and play.

The organizational, methodological and curricular measures adopted will be governed by the principles of Universal Design for Learning. Furthermore, it will be carried out in an atmosphere of affection and trust in order to foster self-esteem and social integration and the establishment of a secure attachment. Likewise, care will be taken to guarantee from the first contact a positive transition from the family environment to the school environment, as well as continuity between cycles and stages. Progressive attention will be paid to affective development, emotional management, movement and body control habits, the manifestations of communication and language, and the basic guidelines for coexistence and social relations, as well as the discovery of the environment, of the living beings that coexist in it and of the physical and social characteristics of the environment in which they live. Education in values will also be included.

Education for responsible and sustainable consumption and health promotion and education will also be included. In addition, children will be encouraged to acquire personal autonomy and to develop a positive, balanced and egalitarian self-image, free from discriminatory stereotypes. The development of all the languages and modes of perception specific to these ages will be encouraged in order to develop their full potential, respecting the specific culture of childhood as defined by the Convention on the Rights of the Child and the General Comments of

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the Committee on the Rights of the Child. Similarly, a first approach to reading and writing will be encouraged, without the acquisition of the written code being considered in any way either as an objective of the stage or as a requirement for Primary Education. Likewise, early initiation experiences will be promoted in basic numerical skills, information and communication technologies, as well as visual and musical expression. Throughout the whole stage, children will be encouraged to respect and appreciate linguistic and cultural diversity, as well as an interest in enriching their linguistic repertoire. In addition, an approximation to the oral use of a foreign language will be initiated in communicative interactions related to the usual classroom routines and situations.

The methodology we will use in the Early Years Education stage will be based on project-based work or research. Working by projects consists of trying to establish an effective link with everything that arises spontaneously in the school environment. We will propose learning situations, understood as situations and activities that involve the deployment by the pupils of actions associated with key competences and specific competences, and which contribute to the acquisition and development of these competences.

3.- Transversal contents. British Values and protected characteristics

As our school is located in the United Kingdom and specifically in London, pupils should be familiar with some of the public institutions in this country and how they work, as well as the rules, values, the importance of self-protection and protection of others, etc. Furthermore, as London is a very cosmopolitan and multicultural city, the school promotes knowledge of and respect for other cultures, religions and people with different characteristics such as other genders, ages, social conditions, disabilities, etc. Throughout their schooling, the pupils at our school will learn about different aspects of the above mentioned and will gradually increase their knowledge and respect.

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Specifically, this year, we will work mainly on the aspects detailed in the following table:

		EARLY YEARS		
		INF 3	INF 4	INF 5
BRITISH VALUES	DEMOCRACY	x	x	x
	RULE OF LAW	x	x	x
	INDIVIDUAL LIBERTY AND MUTUAL RESPECT	x	x	x
	RESPECT RELIGIONS/BELIEFS	x	x	x
PROTECTED CHARACTERISTICS	AGE			
	DISABILITY			
	GENDER/ REASSIGNMENT			x
	MARRIAGE & CIVIL PARTNERSHIP			
	PREGNANCY & MATERNITY			
	RACE	x		x
	RELIGION OR BELIEF	x	x	x
	SEX			
	SEXUAL ORIENTATION			
	CHRISTIANITY		x	
RELIGIONS	BUDDHISM	x		
	JUDAISM			
	ISLAM			x
	HINDUISM			
	SIKHISM			
PUBLIC SERVICES	HOUSES OF PARLIAMENT			
	TOWN HALL/LIBRARY			
	SANITARY SYSTEM (Clean water/ waste disposal...)			
	POSTAL SYSTEM			
	NHS	x		
	POLICIA			x
	TRANSPORT SYSTEM (Transport Museum)			
	ARMY (IWM / HMS Belfast)			
	FIRE BRIGADE		x	
	JUDICIAL SYSTEM			
SAFEGUARDING	HEALTH AND MENTAL HEALTH	x	x	x
	SELF PROTECTION, AND SELF CARE	x	x	x
	SEX AND RELATIONSHIPS	x	x	x
	ONLINE SAFETY			
	ANTIBULLYING/ PEER ON PEER ABUSE	x	x	x
	PREVENT			
	SEXUAL HARASSMENT AND SEX VIOLENCE			
FEMALE GENITAL MUTILATION				

4.- Evaluation

Order EFP/608/2022 of 29 June establishing the curriculum and regulating the organization of Early Childhood Education in the area of management of the Ministry of Education and Vocational Training establishes that assessment must be a regular and continuous practice that enables the assessment, from a holistic perspective, of the processes that occur as a result of educational action. Assessment must enable the educational team to verify the degree of acquisition of the children's competences and must provide information on the factors that condition this process, the physical environment, spaces, materials and times, personal interactions in the educational community, proposals and implementation of learning situations, etc.


4.1. Assessment procedures and instruments

Intentional observation by the tutor of spontaneous classroom activity and interactions in a variety of contexts is the main assessment tool. The observation by the tutor must be completed with data provided by the rest of the educational team and the families or legal guardians themselves through interviews, meetings or other instruments that facilitate shared reflection.

Likewise, the evaluation process must contribute to the improvement of the teaching process, which is why it must allow for the assessment of educational practice. In this way, tools will be applied to evaluate the educational proposals, their organization and development, as well as other aspects derived from teaching practice, in order to obtain information on the relevance of the methodological strategies and resources used and to be able to make the necessary adjustments, if necessary.

This assessment shall cover at least the following aspects:

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- The degree of acquisition of the specific competences, assessment criteria and basic knowledge associated with the characteristics and needs of the children in the group.
 - The evolution observed in the development and learning process of the pupils.
 - The measures of personalisation of teaching and attention to individual differences.
 - Programming and its development, paying special attention to learning situations, student assessment procedures, classroom organization and climate, and the use of the resources of the centre and, where appropriate, its surroundings.
 - The functioning of the mechanisms established to favour and guarantee relations with parents and legal guardians.
 - Coordination and collaboration between all members of the educational community.

For the evaluation of the didactic programme we will carry out periodic reviews throughout the school year to assess the relevance of all the elements of the programme, which will allow us to readjust our teaching practice to the needs and characteristics of our students.