



Orientaciones

para el desarrollo e implementación

del **programa
educativo bilingüe**

en el segundo ciclo de

educación infantil

Orientaciones para el desarrollo e implementación del Programa Educativo Bilingüe en el segundo ciclo de Educación Infantil

Guidelines for the Bilingual Education Programme in 2nd Cycle of Early Years Education

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1. Introducción

1.1 Subdirección General de Ordenación Académica

Orientaciones metodológicas para el desarrollo e implementación del Programa Educativo Bilingüe en el segundo ciclo de Educación Infantil es un ejemplo concreto de situaciones de aprendizaje que se proponen para los centros que desarrollan el **Programa Educativo Bilingüe (PEB)** en esta etapa educativa en el territorio nacional. Expertos docentes con amplia experiencia en el desarrollo de este programa bilingüe presentan estas orientaciones didácticas que, además de una introducción teórica que explica la aproximación metodológica propuesta, incluyen ejemplos concretos para su puesta en práctica.

El concepto vertebrador del modelo metodológico aquí presentado (**topic web**) propone un cuento infantil como centro organizativo de la situación de aprendizaje. Esta organización se presenta como modelo para la planificación educativa en esta etapa. Se trata de partir de un cuento concreto para, en torno a él, acometer de forma integrada las competencias específicas de las tres áreas de la etapa, así como los conocimientos, destrezas y actitudes de las mismas que se precisará movilizar para desarrollar dichas competencias específicas.

Los principios pedagógicos propios para esta etapa son puestos en valor en esta aproximación metodológica, anclada firmemente en conceptos tales como el aprendizaje significativo, la educación inclusiva y adaptada al ritmo individual de cada niño o niña, la regulación de las expectativas en función del desarrollo y la edad o la secuencia planeada, globalizadora y sistemática.

Aunque la organización y terminología utilizada en este documento se corresponde con las establecidas por el Departamento de Educación del Reino Unido, existe un alto grado de correspondencia con los principios inspiradores de la normativa básica española que regula la organización y el currículo de esta etapa, de tal modo que se puede concluir que esta aproximación metodológica está en perfecta sintonía con los fines, objetivos, principios pedagógicos y orientación competencial desarrollados en el Real Decreto 95/2022, de 1 de febrero¹, hasta el punto de que cabría establecer las siguientes correspondencias:

¹Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil.

| Real Decreto 95/2022 | | Topic webs in Early Years |
|---|---|--|
| ÁREAS | COMPETENCIAS CLAVE | PRIME AND SPECIFIC AREAS |
| 1. Crecimiento en Armonía | Competencia en comunicación lingüística (CCL) | Communication and Language/Literacy (CL) |
| | Competencia plurilingüe (CP) | |
| 2. Descubrimiento y Exploración del Entorno | Competencia digital (CD) | |
| | Competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM) | <i>Mathematics</i> (M) <i>Understanding the world</i> (UW) |
| 3. Comunicación y Representación de la Realidad | Competencia en conciencia y expresión culturales (CCEC) | <i>Expressive Arts and Design</i> (EAD) <i>Spiritual, Moral, Social and Cultural development</i> (SMSC) |
| | Competencia personal, social y de aprender a aprender (CPSAA) | Personal, social and emotional Education (PSED) Physical Development (PD) <i>Spiritual, Moral, Social and Cultural development</i> (SMSC) |
| | Competencia emprendedora (CE) | <i>Understanding the world</i> (UW) Personal, social and emotional Education (PSED) <i>Spiritual, Moral, Social and Cultural development</i> (SMSC) |
| | Competencia ciudadana (CC) | <i>Spiritual, Moral, Social and Cultural development</i> (SMSC) |

En este documento se presentan diez ejemplos de **topic webs**. Para cada uno de ellos, se selecciona un libro infantil que constituye la puerta de entrada a esta situación de aprendizaje. En torno al libro, se plantean objetivos (relacionados con las competencias específicas correspondientes a las distintas áreas) y se proponen los contenidos (saberes básicos: conocimientos, destrezas y actitudes) que será preciso adquirir y movilizar para desarrollar dichas competencias.

A continuación, se presenta el desarrollo pormenorizado de un ejemplo de **topic web** (*The Monkey Puzzle*). Se introducen conceptos clave tales como la transversalidad e integración de los elementos curriculares; el carácter global, significativo y estimulante que debe caracterizar toda situación de aprendizaje; la importancia de despertar la curiosidad del niño y la niña, y el valor educativo del juego y del papel activo del alumnado (*continuous provision - child led, play based*). Además, se identifica en cada caso qué saberes básicos se están movilizando para alcanzar una determinada competencia específica.

La sintonía entre la normativa básica española y las orientaciones metodológicas británicas es también evidente en la sección dedicada a la igualdad, diversidad e inclusión, en

la que, además de poner el foco en el desarrollo de una educación que favorezca valores de igualdad, diversidad, inclusión y valoración de la diversidad cultural, se enfatiza también el valor del centro educativo como un lugar seguro que facilite el desarrollo de la personalidad del niño y de la niña y la construcción de una autoimagen positiva. Igualmente, se hace referencia a la obligación de atender a la compensación de los efectos de las desigualdades, así como a la atención a las necesidades específicas de apoyo educativo, en línea con los principios básicos que rigen la ordenación de la etapa en el mencionado Real Decreto 95/2022, de 1 de febrero.

También, en cuanto a la evaluación, existe un claro paralelismo: en ambos documentos se subrayan conceptos como la evaluación global, continua y formativa, la observación directa y sistemática, la importancia de la participación de padres y madres en la evolución del progreso de los niños y niñas, así como el ajuste de las expectativas a su edad y momento evolutivo individual. Ambos textos coinciden también en poner el foco en una aproximación centrada en el niño y la niña y sugieren estrategias concretas que favorezcan la inclusión de todo el alumnado.

En las últimas páginas se incluye una guía para la enseñanza de los sonidos del inglés y el reconocimiento de la grafía (*método Phonics*), así como una lista de libros recomendados y una bibliografía.

Subdirección General de Ordenación Académica

1.2 British Council

Our **Bilingual Education Programme** is built around an alignment of content, policy and practice from Spain and the United Kingdom and offers a bilingual and bicultural education which provides our learners with the skills to participate comfortably and confidently in a multilingual and multicultural world.

Periodically we need to review what we do to make sure that this content, policy and practice continues to reflect current thinking and approaches, and in 2019 we asked colleagues from the British Council School to look at our Early Years integrated curriculum alongside the Department for Education (DfE) Foundation Stage Curriculum. The DfE Early Years Foundation Stage curriculum had been updated in April 2017 while our Integrated Early Years Curriculum was last updated in 2009, so this audit process highlighted a number of changes that we needed to consider. To do this, we set up a working group with experienced teachers from our programme schools and the British Council School and with them we discussed and then developed these guidelines.

Since then, the new Spanish Education law *Ley Orgánica 3/2020* (LOMLOE) has been passed and *Real Decreto 95/2022* has been published and we have consulted with the Ministry of Education and Vocational Training (MEFP) to ensure that the guidelines are both relevant to this new law and legally compliant with it. Please refer to annex 1 / the Ministry introduction for further context on the legal framework for these guidelines.

At the core of these guidelines are a series of model **topic webs** built around age-appropriate storybooks which serve as examples of planning against clear and

relevant objectives which meet the learning and developmental needs of the children. The structure and terminology used in the topic webs, worked example and guidance are specific to the Department for Education’s statutory and non-statutory guidance for Early Years education. This is fully aligned with the purposes, goals, pedagogical principals and competence-oriented focus set out in Royal Decree 95/2022.

| Royal Decree 95/2022 | | Early years topic webs |
|---|---|--|
| AREAS | KEY COMPETENCES | PRIME AND SPECIFIC AREAS |
| 1. Growth in Harmony | Competencia en comunicación lingüística (CCL) | Communication and Language/Literacy (CL) |
| | Multilingual competence | |
| 2. Discovery and Exploration of the Environment | Digital competence | |
| | Mathematical competence and competence in science, technology and engineering | Mathematics (M) <i>Understanding the World</i> (UW) |
| 3. Communication and Representation of Reality | Cultural awareness and expression competence | <i>Expressive Arts and Design</i> (EAD) <i>Spiritual, Moral, Social and Cultural Development</i> (SMSC) |
| | Personal, social and learning-to-learn competence | Personal, Social and Emotional Education (PSED) |
| | | Physical Development (PD) <i>Spiritual, Moral, Social and Cultural Development</i> (SMSC) |
| | Entrepreneurship competence | <i>Understanding the World</i> (UW) Personal, Social and Emotional Education (PSED) <i>Spiritual, Moral, Social and Cultural Development</i> (SMSC) |
| Citizenship competence | <i>Spiritual, Moral, Social and Cultural Development</i> (SMSC) | |

Topic webs are of course not new and many teachers may already use them to a greater or lesser extent. However, what we have attempted here is to use these *model topic webs* to exemplify and clarify our approach to Early Years in the **Bilingual Education Programme**. The guidelines show how planning systematically with storybooks allows us to help our learners achieve the learning objectives across the whole curriculum through a child centred approach and the design of meaningful learning situations.

Our Bilingual Education Programme is for **all** children and an inclusive school and inclusive classrooms have always been firmly at the heart of our philosophy and practice.

These guidelines therefore also include a reflection on inclusion and some practical ideas for inclusive practices which we hope will be useful for teachers.

We have also updated assessment guidance to reflect age-related expectations (ARE) and assessment criteria have been modified in light of these updates. There is support too for the teaching of phonics with a clear focus on moving children through a planned sequence of skills in a systematic way, and in short, frequent bursts, rather than teaching specific aspects of phonics as they are encountered in texts or having longer phonics lessons. The topic webs therefore include learning objectives for phonics, and we have also included an *approach to teaching phonics* appropriate for our programme for those teachers who might find this useful.

Finally, we have included an updated core booklist for the Early Years cycle to help teachers choose appropriate books for their children and classes.

These guidelines will be especially useful for newer teachers in the programme but are also aimed at standardising our approach to literacy across the programme schools and ensuring that we cover all of the areas of learning and development necessary in Early Years education.

We hope that the guidelines are clear and helpful and that along with the training and CPD we continue to offer, they provide you with the support you need to continue to deliver a bilingual and bicultural education that we can all be proud of.

Mark Levy
British Council Spain

2. Our approach in Early Years

Our approach in Early Years places literacy at the heart of developing an integrated school curriculum and these guidelines aim to provide support for teachers in their literacy work.

The guidelines support planning English provision around the objectives from the three Prime Areas of the Early Years Foundation Stage (EYFS) while using the relevant Spanish curriculum objectives and targets where appropriate. These three prime areas are:

1. Communication and Language
2. Physical development
3. Personal, social and emotional education.

The four specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design of the Early Years Foundation Stage curriculum are also considered in order to build on the three prime areas and demonstrate what integrated curriculum planning can look like and how it works.

It is worth highlighting that our approach to delivering an integrated curriculum in Early Years is based on the characteristics of effective learning:

- playing and exploring which shows how the child is engaging
- actively learning which shows the motivation behind the child's learning
- creating and thinking critically showing the thought processes behind learning and new achievements

All are essential in order to instil motivation for children to not only succeed in Early Years but to become lifelong learners.

Why topic webs?

By using **topic webs** as planning tools teachers can ensure that a variety of **learning objectives** within the specific curriculum areas are covered, as well as ensuring that childrens' learning is meaningful, structured, creative and active.

Working through **topic webs** ensures coordination and collaboration at school, year group and educational stage level. Integrated planning of yearly topics will ensure both **progression** and **variety** through the three years, avoiding annual repetition of the same topics. New topic webs can be devised for new updated topics and schools will be able to develop a bank of topic webs. This replaces former detailed lesson planning and allows teachers more effectively to set objectives for literacy through Communication and Language objectives or targets.

The approach also encourages:

- a wider knowledge and implementation of the concept of child-initiated activities into the integrated curriculum
- the introduction of daily movement sessions of at least 20 minutes as part of the Physical Development prime area rationale
- integration of ICT (iPads, laptops, recordable devices, etc.).

Planning learning objectives with topic webs also enables clear communication with families as they can be published on the school webpage so that parents and carers understand more about what their children are learning at school and can be encouraged to talk about their learning at home and in their home language(s).

Suggested model **topic webs** for each of the year groups in Early Years are provided. Nine of these topic webs are developed at the level of the key learning objectives as models of planning. They are not lesson plans and we expect that teachers will be familiar with how to plan lessons and activities that they can use in the classroom to meet these objectives. However, we have provided one detailed worked example based on the topic web for “**Monkey Puzzle**” to illustrate the variety and scope of learning activities which can be planned within this approach to cover all of the learning and development areas of the integrated curriculum.

These topic webs are by no means exhaustive or mandatory and should serve as reference and a guide to planning the curriculum at school. There is a blank topic web template which can be photocopied and used as a model for teachers to develop topic webs for books of their choice. The topic webs are of course adaptable to regional and national curriculum requirements.

3. Topic webs

The following topic webs have been designed as models which teachers can use to plan and teach an integrated curriculum in the Early Years cycle. They are based on story books which are currently widely known and used within **Bilingual Education Programme** school Early Years' departments.

| | | | | |
|--------------------------------------|--|---|---|---|
| 1° Educación Infantil | <i>The Very Hungry Caterpillar.</i> Eric Carle. Penguin Books. | <i>Dear Zoo.</i> Rod Campbell. Macmillan Children's Books. | <i>Brown Bear, Brown Bear, What Do You See?</i> Bill Martin Jr Eric Carle. Puffin Books. | <i>We're Going on a Bear Hunt.</i> Michael Rosen. Walker Books. |
| 2° Educación Infantil | <i>Monkey Puzzle.</i> Julia Donaldson Alex Scheffler Macmillan Children's Books | <i>The Tiger Who Came To Tea.</i> Judith Kerr. HarperCollins Children's Books | <i>Polar Bear, Polar Bear, What Do You Hear?</i> Eric Carle. Puffin / Penguin Books. | |
| 3° Educación Infantil | <i>We're Going on a Leaf Hunt.</i> Steve Metzger. Cartwheel Books Scholastic | <i>Handa's Surprise.</i> Eileen Browne. Walker Books. | <i>Peace at Last.</i> Jill Murphy. Macmillan Children's Books. | |

Why?

Children will learn that some animals do not look like their parents.

Eric Carle is a renowned children's author whose books are very appealing. This is an engaging theme.

Communication and Language

As **communicators** we will build up new vocabulary, learning fruit, food and days of the week from the story. We will learn to listen with increasing interest and join in where appropriate.

As **readers** we will look at the pictures to predict what is happening. We will repeat words or phrases from the story.

As **writers** we will begin to give meaning to marks we make in our activities related to the story. We will work together to create a class book to display in the library.

Physical development

We will imitate drawing simple shapes such as circles and lines, while beginning to use three fingers (tripod grip) to hold writing tools.

We will become more independent in self care, feeding ourselves and drinking without spilling.

Mathematics

As **mathematicians** we will learn to recite numbers to 10 in order.

We will begin to make comparisons in relation to size and use some language of quantity (more and a lot).

We will learn the days of the week in relation to chronology.

We will begin to understand talk about immediate past and future events (before, later, next).

Key Vocabulary + Structures

Days of the week.

Food, apple, pear, plum, strawberry, orange, cake, ice cream, pickle, cheese, salami, lollipop, pie, watermelon, egg, moon, caterpillar, cocoon, butterfly, tiny, big, fat, nibble, week.

On _____ he ate through _____

I'm hungry, I'm thirsty, I'm tired

Phonics

Initial sounds: m, a, s, d, t, l, n, p, g, o

Understanding the World

As **scientists** we will develop an understanding of changes over time (life cycle).

We will learn to show care and concern for living things and environment.

We will begin to talk about what we have observed from the life cycle of a caterpillar.

We will use ICT to represent information from the story.

Expressive Arts and Design

As **artists** we will experiment with blocks, colours and marks to create our own caterpillars/butterflies/food from the story.

We will make believe by pretending to be caterpillars and the butterflies. We will act out the story using props, e.g. puppets on a stick.

Personal, Social and Emotional Development

We will learn to express our own preferences, likes and dislikes.

We will learn to express our feelings, needs and wants (I'm hungry, I'm thirsty, I need the toilet).

SMSC

We will learn to self regulate, understanding how our behaviour may affect ourselves and others.

Why?

Children will learn to show care and concern for animals.
The book has repetitive language.
Rod Campbell is a renowned children's author.

Communication and Language

As **communicators** we will be looking at the title and cover and predicting what the story might be about. We will describe the different animals seen in the story. We will retell the story. We will join in with songs and rhymes related to animals.

As **readers** we will discuss the adjectives used to describe the animals. We will sequence the pictures from the story. We will match labels to the pictures.

As **writers** we will use marks to write the names of the animals and label the illustrations. We will do shared writing with the teacher and write a letter to the zoo. We will work together to create a class book.

Physical development

For gross motor skills, we will move confidently in a range of ways, safely negotiating space and exploring different ways of moving as different animals: slithering, crawling, walking, jumping, hopping.

For fine motor skills, we will use playdough/clay to mould and shape animals. We will use scissors to cut out. We will use and explore a variety of tools (markers, crayons, paintbrushes, chalk).

Mathematics

As **mathematicians** we will be consolidating numbers to 5.
We will count and match, play number games, learn number rhymes and songs.
We will use size language to describe the different animals.
We will measure and weigh toy animals.
We will use positional language to talk about where the animals are.

Key Vocabulary + Structures

Tall, short, big, small, fierce, scary, naughty, zoo, animals, perfect, pets, jumpy

This is a giraffe.

It is tall.

I can see a _____

Phonics

Initial sounds: m, a, s, d, t, l, n, p, g, o

Understanding the World

As **scientists** we will find out about the animals in the story. We will look at their different body parts, coverings and prints.

We will investigate what they eat.

We will investigate how a zoo-keeper looks after these animals and how we should look after our pets.

We will understand that animals need food, water and shelter.

We will use non-fiction books and internet.

Expressive Arts and Design

As **artists** we will look at pictures of animals and use different media to create pictures of them.

We will explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

We will make a zoo for our small world animals using re-cycled materials.

Personal, Social and Emotional Development

We will use circle time to share our own interests and experiences with animals.

We will think about the well-being of others and build connections based on shared interests.

We will collaborate to design and make a zoo for our small world animals, listening to ideas and taking turns.

SMSC

We will develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected. We will encourage children to listen to each other and respect each others answers and opinions.

Why?

It is a magical picture book to read aloud to young children. This classic will help them develop language and gain the skill of prediction thanks to the simple texts, rhythmic nature of the language and repetitive structures.

Eric Carle is one of the best known illustrators of all times.

Communication and Language

As **communicators** we will be looking at the cover page and describing what we can see. We will be sequencing and retelling the story with a hands-on brown bear and brown bear colouring learning chain. We will identify and say the correct name of the animals.

As **readers** we will be choral reading with the simple text and the repetitive structures of the book. We will learn to distinguish between the words and the pictures on a page. We will match colours and animals by identifying initial sounds.

As **writers** we can label each animal and colour from the story. We will use marks to start producing simple sentences.

Physical development

For our fine motor skills, we will be able to use one handed tools such as scissors to make snips.

For our gross motor skills, we will be moving freely and with pleasure and confidence in a range of ways such as crawling, walking, galloping, trotting, hopping, jumping, and so on as we pretend to move like the animals from the story.

Mathematics

As **mathematicians** we will be counting and reciting numbers up to 10.

We will begin to match numeral and quantity correctly.

We will represent numbers using fingers, lego bricks, buttons, etc.

We will learn about shapes by playing a range of matching games with colours, animals and shapes.

Key Vocabulary + Structures

Questions: What do you see? Do you see ____?

Colours, animals

Word order (colour + animal)

Structure: I see a _____ looking at me

Phonics

Initial sounds: m, a, s, d, t, l, n, p, g, o

Understanding the World

As **scientists** we will be identifying animals from the story by looking at a range of photos. We will discover some physical features such as hair, feathers or scales and how they can move.

We will find out different habitats where animals live.

We will learn how to use simple computer programmes to paint the different animals from the story.

Expressive Arts and Design

As **artists** we will explore colour and how colours can be changed. We will use a range of materials with different textures such as construction paper, paint brushes, rubber ducks, feathers to paint, cut and paste.

We will create simple movements of animals in response to music (singing along the story).

Personal, Social and Emotional Development

We will be keeping play going by responding to what others are saying or doing.

We will be looking at models to reward good sharing and turn-taking.

We will learn to know how many children can play in certain areas or games.

SMSC

We will discuss emotions and feelings by looking for instance, at the blue horse from the story.

We will reflect upon the importance of being different and respecting ourselves and others.

Why?

Children will learn why it is important to face fears and how learning to overcome fear is a big accomplishment, but sometimes caution is a good thing too. The book has repetitive language and rhythm as well as alliteration.

Michael Rosen is a renowned children's author and we can watch a video of the author performing the story.

Communication and Language

As **communicators** we will be looking at the title and cover and predicting what the story might be about. We will talk about the different settings seen in the story and encourage the children to share their own ideas and experiences, thinking of some new story settings to include in their own version of the story. Then we will be retelling the story and performing it.

As **readers** we will learn what onomatopoeia means and find examples of onomatopoeia in the story. We will discuss the prepositions seen throughout the story (under, over and through) and introduce and explore these words using small-world toys.

As **writers** we can label each setting and write speech bubbles for the characters with help of teacher scribing. We can also write a new page as a shared writing activity where the family come across another hurdle and invitations for a teddy bear picnic.

Physical development

For gross motor skills, we will explore different ways of moving through the different settings in the story. The children could role play moving through each setting using a different movement. For example, they could tiptoe through the cave, skip through the grass and do big steps through the mud. We will create an outdoor obstacle course related to the story. We will go through a range of obstacles representing the different settings. We will use benches, climbing equipment, mats and cushions.

For fine motor skills, we will use scissors to cut out and assemble the pieces to make our own bear model and playdough to mould and shape story characters to use in small world activities.

Mathematics

As **mathematicians** we will be consolidating numbers to 5 and will make a bear number line to play ordering games, missing number games, matching and counting games.

We will practise using positional language to describe the location of the bear and demonstrate the prepositions from the story (next to, on and behind). We will follow adult instruction to place the bear correctly (in the cave).

Key Vocabulary + Structures

Characters, family, trip, enormous, afraid, careful, hibernation

It's a (place), It's a cave, it's a forest.

We can't go (preposition) it. We can't go over it, we can't go under it, we can't go in it.

Phonics

Initial sounds: m, a, s, d, t, l, n, p, g, o

Understanding the World

As **scientists** we will find out about bears. What types of habitat do they live in? What do they eat? What is hibernation?

We will draw maps of the story showing different settings and places, imagining that they are travelling through the different story settings. We will learn how to use a selection of ICT equipment to record ourselves retelling the story.

Expressive Arts and Design

As **artists** we will look at pictures of bears and use paint and crayons to create pictures of the bear. We will explore the use of colour and shading in the illustrations and the effect it causes.

We will explore different textures and materials to create finger puppets and a collage of the different settings seen in the story. We will create our own 3D bear.

We will use percussion instruments to make the sound of the different settings seen in the story. We will use a variety of building materials to build our own caves.

Personal, Social and Emotional Development

We will be using circle time to think about our own feelings and those of the bear from the story. We will discuss the character of the bear. What was his behaviour like? Why? Was he a friendly bear? Why? We will talk about the children's favourite teddy bears and why they are special.

Using the illustrations in the book, we will add some speech bubbles and talk about what the characters might be feeling and saying at different parts of the story. We will talk about making friends and being friendly. How could the bear make friends? How do we act towards our friends? Discuss ideas with the children.

We will set up a role play bear cave area which will inspire the children to work together to be friends and act out the story.

SMSC

We will discover the importance of facing fears with determination but being careful. We will learn the importance of overcoming obstacles.

Why?

Children will learn that some animals do not look like their parents.

Julia Donaldson is a renowned children's author whose books are very appealing.

Communication and Language

As **communicators** we will be looking at the title and cover and predicting what the story might be about. We will learn the names of the animals. We will look at the rhyming patterns in the story. We will perform parts of the story. We will think about the noises that each animal makes (croak, squawk, hiss) and imitate them.

As **readers** we will look at the pictures to predict what is happening. We will look at adjectives used to describe the different animals and look for synonyms. We will associate action verbs to how each of the animals in the story moves. We will learn how to use a selection of ICT equipment to record ourselves retelling the story.

As **writers** we will attempt to write the animals names. We will work together to create a class book to display in library.

Physical development

For gross motor skills, we will explore ways of moving as different animals. For fine motor skills, we will use scissors to practise cutting out.

We will use playdough/clay to mould and make our own 3D animals.

Mathematics

As **mathematicians** we will consolidate matching numeral and quantity correctly.

We will use comparative and superlative language (bigger, smaller, the biggest).

We will use familiar objects and common shapes to create and recreate patterns and build models.

SMSC

We will consider the human impact and environmental issues linked to jungles and rainforests.

Key Vocabulary + Structures

Jungle, patterns, rainforest, textures, environment, camouflage, extinction, croak, habitat, squawk, hiss, creature

Phonics

Initial sounds: revisión of 1º de infantil and c, k, u, b, f, e, l, h, sh, r

Understanding the World

As **scientists** we will look at the creatures in the story. We will learn different parts of animals (beak, wing). What do they eat? Where is the story set (habitat)? What is the weather like?

We will match adult and baby animals and look at similarities and differences.

We will look at the patterns and textures of the animals in the story and will investigate what camouflage means and how it helps them. How are these animals adapted to this environment?

We will use ICT to create our own pictures. We will use a programme to create a bar graph of our favourite animals.

Expressive Arts and Design

As **artists** we will look at pictures and we will use different media (e.g. collage) to create our own animals and jungle scenes.

We will use percussion instruments to create the sound of the jungle (rain, rustling leaves, birds).

We will develop our own story props (animal masks) for our jungle role play corner.

We will use story props and other resources to act out different characters from the story. We will perform to different audiences.

Personal, Social and Emotional Development

We will talk about identity and discuss who we are, what we look like and whether or not we look the same as our parents/carers.

We will talk about our experiences about being lost and what we should do in this case.

We will look at the monkey's expression throughout the story, how is he feeling? We will develop our empathy and try and put ourselves in the monkey's situation.

Why?

Children will learn about generosity and greed or maybe just a different lifestyle and how to deal with unexpected events.

Communication and Language

As **communicators** we will be looking at the title, front and back covers and predicting what the story might be about. We will look at adjectives used to describe the tiger (big, furry and stripy) and we will think of more adjectives to describe it. We will perform parts of the story (like the tea party, hopefully with a tiger).

As **readers** we will look at the pictures to predict what will be happening. We will learn how to use a selection of ICT equipment to record ourselves retelling the story.

As **writers** we will attempt to write a tea party invitation and a shopping list of some tea-treats that we would like to eat in a shared writing activity with the teacher. We will work together to create a class book to display in library with a giant tiger.

Physical development

For gross motor skills, we will explore ways of moving as tigers in the living room and in the kitchen and ways of moving as tigers at a tea party.

For fine motor skills, we will use scissors to make snips and will hold a pencil near the point between first two fingers and thumb with good control. We will use playdough/clay to mould and make our own 3D tea-treats.

Mathematics

As **mathematicians** we will consolidate numbers by matching numeral and quantity correctly.

We will also encourage use of mathematical language (number names to ten).

We will encourage estimation and will count up objects from a large group.

We will emphasise the empty set and introduce the concept of nothing or zero.

We will begin to talk about the shapes of everyday objects (round and tall) and of 2D shapes showing awareness of their similarities in the environment.

We will explore the properties of different objects, weight and measure. We will begin to understand and use positional language.

Key Vocabulary + Structures

Stripy, furry, hungry, fridge, tap, saucepans, cupboard, bath, tea, teapot, kitchen, ring, door, milkman, grocer, key, dark, road, street lamp, café tin, packets

Structures: a stripy tiger, the tiger is _____

Phonics

Initial sounds: revisión of 1^o de infantil and c, k, u, b, f, e, l, h, sh, r

Understanding the World

As **scientists** we will learn about healthy and unhealthy food in Sophie's family house and what tigers like to eat. We will look at the tiger and its usual habitat and lifestyle. We will learn about different ways to get food: by buying and cooking it or by hunting. Where does the tiger get his food from? We will learn about the lifestyle of a tiger and how it differs from ours.

We will help children to see the ways in which their cultures and beliefs are similar, by sharing and discussing practices, resources, celebrations and experiences. We will learn different parts of the tiger (tail, paws, whiskers). We will explore how they move and how they eat.

Expressive Arts and Design

As **artists** we will explore different materials and different food containers, experimenting with colour, design, texture, shape and form. Some tins in the pictures are not labelled, so we can try to imagine what might be in them.

We will create masks and puppets for each character to perform the story and recreate our own tea party. We will realise tools can be used for a purpose when we use construction materials to build Sophie's house. We will make up a simple song that the tiger could have sung to Sophie's family.

Personal, Social and Emotional Development

We will demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults while learning about the manners we should have when visiting someone's house.

We will learn how to play in a group, extending play ideas through role play activity. We will start looking into being more outgoing towards unfamiliar people and more confident in new social situations. We will develop our empathy and try placing ourselves in the tiger's and Sophie's position. We will be aware of possible dangers, while recognising the importance of exploration and risk-taking.

SMSC

We will focus on safety; is it safe to invite a stranger to our house? We will think about how we need other people in our lives and we will talk about respecting and understanding others.

Why?

This book helps children grow an interest in animals.

They will learn more about zoo animals and the sounds they make.

Children will see, hear, identify and imitate the sounds of various animals found at the zoo.

Communication and Language

As **communicators** we will use talk to connect ideas, explain what is happening and anticipate what might happen next in the story. We will build up vocabulary that reflects the breadth of our experiences, learning the names of the animals in the story. We will look at the rhyming patterns and build a repertoire of animal songs. We will learn to use intonation, rhythm and phrasing to make the meaning clear to others.

As **readers** we will join in with repeated refrains and anticipate key events and phrases in rhymes and stories. We will start noticing speech and punctuation marks in the story.

As **writers** we will write a simple description with a given structure from the story and a range of adjectives.

Physical development

We will move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping like zoo animals.

We will show some understanding of how good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. We will draw lines and circles using gross motor movements and use one-handed tools and equipment. We can make snips in paper with child scissors. We will hold pencil near the point between the first two fingers and the thumb and use it with good control and copy some letters when writing animal names.

Mathematics

As **mathematicians** we will consolidate numbers to 10, select the correct numeral to represent 1 to 5, then 1 to 10 objects and begin to use the language of size.

We will use descriptive words like 'big' and 'little' and use comparative and superlative language. We will learn not only objects, but anything can be counted. We will show interest in shape and space by playing with shapes or making arrangements with objects. We will learn to order two items by weight or capacity using specific equipment in the sand/water.

Key Vocabulary + Structures

Lion, hippopotamus, flamingo, zebra, elephant, leopard, roaring, snorting, fluttering, braying, snarling.

Questions: What do you hear ?

Structure: I hear a (animal + sound) in my ear

Sentences: The polar bear is _____

The polar bear is big. The polar bear is soft. The polar bear is white.

Phonics

Initial sounds: revision of 1º Infantil and c, k, u, b, f, e, l, h sh, r

Understanding the World

As **scientists** we will talk about some of the things we have observed such as plants, animals, natural and found objects. We will look closely at similarities, differences, patterns and change when learning about animal physical features such as beaks, wings hair and feathers, and how they move and the habitat they live in as opposed to living in a zoo. We will show care and concern for living things and the environment and will consider why polar bears are white.

We will look at fiction and nonfiction books about zoos to raise awareness about animal needs.

We will talk about why things happen and how things work when learning about melting and freezing, and the characteristics of liquids and solids related to the North Pole and the ice. We will learn how to use a selection of ICT equipment to create a bar graph of the class favourite animal.

Expressive Arts and Design

As **artists** we will select tools and techniques needed to shape, assemble and join materials in order to create our own animals.

We will imitate movement in response to music and use the children's voices to create the sound of the animals. We will construct with a purpose in mind, using a variety of resources and will use simple tools and techniques competently and appropriately to perform the story and make a zoo corner for the classroom.

Personal, Social and Emotional Development

We will learn to explain our own knowledge and understanding and ask appropriate questions of others when talking about the animals in the story. We will learn to tolerate delay when needs are not immediately met and to understand that wishes may not always be met (e.g. when sharing the toy zoo animals and take turns to play with them).

We will adapt behaviour to different events, social situations and changes in routine when we perform the story to understand about the animal's feelings.

SMSC

We will consider the survival and the protection of the polar bear habitat.

Why?

Children will learn why it is important to show sensitivity and care for others' needs and feelings and that relationships are important.

Children will learn about life in another country.

Communication and Language

As **communicators** we will be looking at both the title and cover and predicting what the surprise and the story might be about. We will retell the story and perform a selected scene.

As **readers** we will be finding out about fruit, animals and Africa through a range of fiction and non-fiction texts, including atlases, maps and travel guides. We will use adjectives to describe the different exotic fruit.

As **writers** we will be writing lists of animals and fruit, descriptions of main characters and animals. As a shared writing activity with the teacher we will write short, simple information texts about Africa. We will be learning about speech bubbles to give the characters a voice.

Physical development

We will show increasing control and co-ordination in large and small movements as well as moving confidently in a range of ways.

We will handle equipment and tools effectively, including pencils.

We will learn about the importance of a healthy diet and talk about ways to keep healthy and safe.

Mathematics

As **mathematicians** we will be consolidating numbers to 10 and gathering information for data handling activities. We will be learning about word problems counting fruits and animals.

We will learn about positional language and fractions (portions of fruit). We will be learning about weight, ordering objects from lightest to heaviest.

SMSC

We will discover the importance of respecting others and caring for friendships. We will learn about how we are all special in different ways.

Key Vocabulary + Structures

Fruit and vegetables

My favourite fruit is _____

I like _____

_____ is lighter/heavier than _____

_____ is the heaviest

How many _____?

Phonics

Revise sounds and letters covered during previous years (1^o, 2^o) and j, v, y, w, th, z, ch, qu, x, ng, nk

Understanding the World

As **scientists** we will be identifying, naming and labelling the different fruit and the vitamins they have. We will investigate the habitat and the diet of the animals in the story. We will learn about the senses and carry out experiments.

We will make sure we are healthy and fit, learning about different food groups and making sure we have a balanced diet.

We will be acting out the story and taking digital pictures to retell it. We will be learning how to use digital sources.

We will learn to use a programme to make a bar graph.

We will learn about similarities and differences between ourselves and others and among families, communities and traditions. We will talk about the features of own immediate environment and how it might vary.

Expressive Arts and Design

As **artists** we will be developing our skills in paint, pencil and crayon.

We will explore different textures and materials to create simple representations of events, people and objects.

We will represent our own ideas, thoughts and feelings through design and technology, art, music, dance, and role play.

We will use available resources to create props to support our role play.

Personal, Social and Emotional Development

We will be thinking about how we can work together and help others.

We will think about sharing and how to manage our emotions.

We will be confident to speak in a familiar group, we will talk about our ideas.

We will talk about how our behaviour can affect others and that some behaviour is unacceptable.

Why?

We will enjoy reading this must-have story as there is the right amount of repetition and predictability that young children love as well as a funny surprise ending to appeal to that stage of their development. The sound effects are wonderful for reading aloud as are the lovely illustrations with details which children can easily pick out.

Communication and Language

As **communicators** we will be looking at the title and cover and predicting what the story might be about. We will retell the story and perform scenes in different groups.

As **readers** we will be reading words (rooms/places) and simple sentences (patterned language). We will learn onomatopoeia to read out different noises in the story.

As **writers** we will be writing simple sentences based on the story (Mr Bear was tired, Baby Bear was tired, I can hear the tap).

Physical development

Throughout our PE lessons we will be stretching our bodies to improve our flexibility and care for ourselves. We will be exploring different ways of moving.

We will also show understanding of the need for safety when tackling new challenges, and consider and manage some risks.

Mathematics

As **mathematicians** we will be counting up household objects by saying one number name for each item. We will sort a range of household objects into the right rooms or places. We will use everyday language related to time. We will be using mathematical names for solid 3D shapes and flat 2D shapes by creating our own house.

SMSC

We will give pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.

Key Vocabulary + Structures

Homes, rooms, places, household objects.

Onomatopoeia

Patterned language. So he went to sleep in (the kitchen); Mr Bear went to the (garden); I can hear the (tap); The tap went DRIP DRIP

Expression: I can't stand this.

Phonics

Revise sounds and letters covered during previous years (1^o, 2^o) and j, v, y, w, th, z, ch, qu, x, ng, nk.

Understanding the World

As **scientists** we will look closely at similarities, differences, patterns and change by finding out about animals that are nocturnal. We will be investigating why we have night and day.

We will be learning about shadows and how they are formed. We will be using books about space to find out about the moon and its shapes.

We will be acting out our class book story based on Peace at Last and taking digital pictures to retell it.

We will complete a simple programme on the computer by looking at the different clocks in the illustrations and use a painting programme to draw our own clock.

We will be learning about maps and plans as representations of space in two dimensions and flat images.

We will also be comparing our homes with the ones from the past and describing similarities and differences between now and then by looking at a range of household objects.

Expressive Arts and Design

As **artists** we will be looking at a range of photographs of different places at night. We will be painting our own pictures of places in the dark using different techniques and materials. We will also draw some objects and their shadows.

We will be designing a simple machine that might help Mr. Bear sleep as well as making a new mobile to hang above baby bear's bed.

We will be listening and singing traditional bedtime songs in English and then composing one to help Mr. Bear to sleep.

Personal, Social and Emotional Development

We will be thinking about how our feelings and emotions might affect other people, for example, when we feel tired or upset, just like Mr. Bear.

We will also think about how to take steps to resolve conflicts in our daily routines and to accept others' opinions.

Why?

Children will learn that leaves change colour in autumn, why it is important to face challenges cooperatively and explore forward and backward sequencing.

This book gives children the opportunity to experiment with different ways of moving. The book has repetitive language.

Communication and Language

As **communicators** we will look at the title, author and illustrations predicting what the children will hunt and name the season in which they think the story occurs. We will be performing and retelling the story. We will make sure the audience can hear us and use the new vocabulary appropriately. We will repeat rhyming sentences.

As **readers** we will be reading simple words and repetitive sentences from the story. We will use onomatopoeias. We will explore autumn features outdoors and in non-fiction books focusing on the difference between fiction/non-fiction. We will focus on the adjective + noun order.

As **writers** we will write labels for autumn colours, geographical features that appear in the story and autumn woodland animals. We will pay attention to the exclamation marks and discuss why we think we use them and when.

Physical development

We will show understanding of the need for safety when tackling new challenges and consider and manage some risk. We will negotiate space safely and will climb over a mountain (bench), crawl through a forest (tables), leap over waterfall rocks (sensory discs) and row on a lake (rope). We will learn about and reproduce onomatopoeias (huff!, puff! squish! squash!, splish! splash! plip, plop!).

Mathematics

As **mathematicians** we will learn about addition and subtraction using one more or one less. We will count beyond 10 finding the total number from different groups.

We will learn about positional language to describe where we are using "behind" and "next to".

We will count story actions and stages using forward and backward sequencing.

SMSC

We will consider the importance of facing challenges with determination and resilience.

Key Vocabulary + Structures

Leaf, hunt, mountain, lake, waterfall, forest, under, tall, over, climb, through, around, lake, across, dark, skunk, waterfall, cold.

Pick up, Let's find, Come on, We can't go, Let's go, We have to go, What's that? We're coming to a _____, to go back, to be home, We made it.

Autumn colours. Adjective + noun order.

Phonics

Revise 1º and 2º Infantil and j, v, y, w, th, z, ch, qu, x, ng, nk

Understanding the World

As **scientists** we will comment and ask questions about aspects of our familiar world such as the place where we live or the natural world, joining in a nature walk gymkhana around the classroom or outdoors when possible.

We will develop an understanding of growth, decay and changes over time examining change in the school garden trees.

We will show care and concern for living things and the environment by hanging a bird feeder on a branch and observing birds eating seeds and preparing themselves for winter.

We will learn about basic geographical features: mountains, forests, waterfalls and lakes. We will find similarities and differences in our own city or places we know using a map. We will create our own nature walk map.

We will be looking for Tricky Words on the interactive board and upload the digital pictures on the laptop to talk about them.

We will write simple words on the computer using the keyboard and the mouse.

Expressive Arts and Design

We will begin to build a repertoire of songs and dances such as Here Comes The Fall and The Mulberry Bush which we can perform outdoors.

As artists we will explore what happens when we mix colours (warm and cold) as we paint the autumn leaves.

We will construct with a purpose in mind, using a variety of resources and play cooperatively as part of a group to act out the narrative.

We will manipulate materials to achieve a planned effect (build our own bird feeder using recycled materials and seeds).

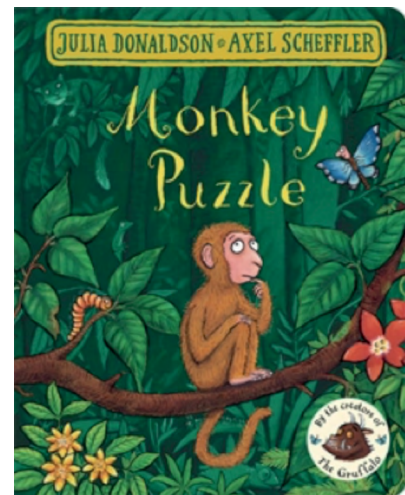
Personal, Social and Emotional Development

We will learn to take into account what others say and will work cooperatively in order to achieve the same target (picking up leaves together).

We will show understanding of the need for safety when tackling new challenges and consider and manage some risk during our nature walk.

4. Monkey Puzzle: a worked example

In early years, children learn many things at once, so a holistic approach has been used in this worked example of a topic web. In most cases one activity will cover more than one area of learning and development. For easy reference the areas of learning and development have been colour-coded. The learning objectives are in the topic webs, and the colour coding illustrates how the learning objectives in our topic webs are linked to the activities. This will help you always ask yourself why you are doing a particular activity. Children develop at different rates and in different ways, so the suggested activities are a guide only, to be used in accordance with the needs of your learners.



Monkey Puzzle
by Julia Donaldson and Axel Scheffler

Rational for choosing the story

Children will learn that some animals do not look like their parents. Julia Donaldson is a renowned children's author whose books are very appealing.

About the story

Who is it for? Little children can enjoy the rhyming text and also remember parts of it. Older children who are starting to read will enjoy being able to pick out some of the key words independently once they are familiar with the text.

What is this story about? This book is about a baby monkey who is looking for his mummy. A nice butterfly tries to find out where his mummy is and thereby solve the puzzle.

Why is it so difficult to find the monkey’s mummy? None of the butterfly’s babies look like her and, to make matters worse, the baby monkey doesn’t give a full description of his mother and so butterfly takes the baby monkey to the wrong animal over and over again. When the baby monkey finally explains that his mummy looks JUST like him, the puzzle is nearly solved. The butterfly finds an adult monkey, but it turns out to be the baby monkey’s dad. The story ends with the family reunited.

| Areas of Learning and Development | | | |
|-----------------------------------|---------------------------------------|--------|---|
| (CL) | Communication and Language / Literacy | (M) | Mathematics |
| (UW) | Understanding the World | (PD) | Physical Development |
| (EAD) | Expressive Arts and Design | (PSED) | Personal, Social and Emotional Development |
| (M) | Mathematics | (SMSC) | Spiritual, Moral, Social and Cultural development |

Adult led focus activities (e.g. circle time)

Generating interest in the story

- Make a story sack (with animals, puppets or other realia from the story inside), reveal the items and have the children guess what they are or what they think the story will be about. (CL)
- Make a feely bag (with animals, puppets or other realia from the story inside) children identify the items by touching and guessing. Children touch and name a puzzle game inside the feely bag. (CL)
- Use a toy monkey and a puzzle to explain what a ‘monkey’ and a ‘puzzle’ is. Have children copy a puzzled expression to indicate that a puzzle is a mystery. (CL)
- Bring in a soft toy monkey or a monkey puppet and have the children ask it questions or have the toy/puppet tell the children something about itself. (CL)
- Display leaves and lianas around the room. (EAD)
- Watch a video to learn about rainforests / jungles. (UW)
- Listen to jungle sounds audios. (CL)
- Place animal footprints around the room for children to follow and find the animal they belong to. (UW)
- Bring in a photo of yourself when you were a child and your parents and tell the children you are going to read a story about a baby and its parents. (CL and PSED)
- Show the children the front cover of the story and the children to tell you what they think the story might be about. (CL and UW)
- Show children a photo of Julia Donaldson and explain that she is the author of the story. (CL)

Storytelling activities (while reading)

- Children join in with key refrains and make the animal noises. (CL)
- Retell the story together using props. (CL)
- Teacher places emphasis on the rhyming patterns and words and pauses while reading the story, allowing children time to provide the missing rhyming word. (CL)
- Letter-sound recognition (phonics). Children match initial sounds of the animals to pictures. (CL)
- Standing statues. Children to listen to the story and stand up every time they hear the pictures or words on the board. These could be a range of key words or high frequency words from the story. (CL)
- Talking partners. Teacher asks different kind of questions about the story while reading, giving children time to think and share answers with partners before sharing their answers with the rest of the class. (CL)

Learning activities

- Perform parts of the story to an audience, look at the speech marks and link them to the parts of the story being performed. (CL and EAD)
- Create a classroom library book. Children write animal names under the pictures, sounding out each word with teacher help. (CL)
- Children create another page for the book, with a different clue from the monkey and a different animal. (CL, UW and EAD)
- Phonics: finger painting for “M” monkey, “S” for snake etc (EAD and CL)
- Family photo album/class display. Children talk about their families This is me. This is my mum, etc. using their photo albums/displays as prompts. (PSED and CL)
- Sing songs about baby animals, the way animals move, etc. (EAD and CL)
- Locate the animals in the story and rainforests on a world map. (UW)
- Use animal puppets to teach children body parts, e.g. beak, wing, feather, tail... (UW and CL)
- Make animal masks. Children decorate masks with paint or stick on material of different patterns/colours/textures. (EAD and PD)
- Watch a video about missing children and discuss what needs to be done if they get lost. (PSED and CL)
- Talk about times when children might be worried: little monkey is lost and worried because he cannot find his mum. Look at the monkey’s face on the front cover and the first page of the story and talk about how he is feeling. Have children think about a time that they were lost by themselves or with others. Have the children think about a time when something or someone they care about got lost. How did they feel? Have the children draw a picture to try to show how they were feeling by putting detail into the face. Children share their pictures with the class describing what happened and how they felt. (PSED, CL and EAD)
- Create a ‘missing’ poster. Look through the story for the different descriptions that little monkey gives of his mother. Make a ‘missing’ poster that could be nailed to a

tree in the jungle, giving all of the different details of what she looks like (look at the descriptions of her size, tail, legs, fur etc.). Include information about where she was last seen and choose a reward that you would give if she is found. (CL, EAD and PSED)

- Watch a video about caterpillars and butterflies. The butterfly did not realise that little monkey looks like his mother because a butterfly looks very different to her babies. Watch how caterpillars turn into butterflies on this BBC bite size video. www.bbc.co.uk/teach/class-clips-video/how-caterpillars-change-into-butterflies-no-narration/zn4rkmn (UW and CL)
- Children can arrange pictures in order to sequence the life cycle of a butterfly. (UW and M)
- Children can use pasta and jelly beans on a plastic or paper plate to show the life cycle of a butterfly. (UW)
- Explore nature. Look at the different animals and insects in the story. Go on a nature walk in the school grounds or in a local park and see how many of them you can spot in your own local area. Take photos of the creatures that you find which also appear in the story. When you get back to school, children draw a picture of one creature that they saw which does not appear in the story. Talk about the animals in the story which they did not see on the nature walk. (UW and CL)
- Animal sorting. We can use our collection of animals from the nature walk to talk about the characteristics of the real animals in the jungle. We can also sort them by various characteristics:
 - number of legs
 - body covering
 - how they move
 - wings or no wings
 - number of eyes
 - big and small
 - what they eat
- Children can think about other ways to sort this group of animals. (UW and M)
- Leaf sorting. Children gather leaves on a nature walk. Once back in the classroom each child or groups can sort their leaves into sets of little and big. Then they can use the comparative language when showing their groups. As a final activity you can ask children to show you the biggest and smallest leaves they have gathered. (M, UW and CL)
- Perfect patterns. Look at the pictures of the butterfly with her wings outstretched. The pattern on both sides is the same. Children create their own symmetrical butterfly using paint with sponges, potato printing or their hands to create a large symmetrical butterfly mural for the wall. Look at the pictures in the story and find other symmetrical images (leaves, flowers, insects, bat for example). Go for a walk around the school playground or grounds and try to find other symmetrical shapes and objects in the environment. Take any that are lying on the ground back to class and make a symmetry collage of the objects you have found in nature. (M and EAD)

- Classifying activities. With a selection of photos of animals from the story as well as other animals, children point to and name animal body parts. They then classify the animals in different ways:
 - body parts
 - rainforest vs domestic animals
 - eating habits (UW)
- People who help us when we are worried. In the story, little monkey turns to butterfly to help him find his mother. They work together to find her and monkey changes from being worried and scared to being happy in the end. Have children think about a time that they have been worried or scared at home or school. Talk about who they would turn to for help in each different situation, and how children felt once they found somebody to help them. Children can paint or draw a picture of one of the different people in their life who helps them. Cut out all of the pictures and create a display of ‘people who help us when we are worried’. (PSED, EAD and CL)
- Make a classroom cardboard display of feelings and emotions using the monkey’s faces throughout the story. (PSED, EAD and CL)
- Create a bar graph of favourite animals using cubes. (M, UW and CL)
- Children create jungle sounds patterns using percussion instruments available and make up rhythms. (EAD)
- Children look at a mirror and describe themselves, then describe pictures of their parents exploring similarities and differences. (PSED and CL)
- Count animals and other items in the story. (M)
- Build a thick cardboard puzzle with story stages. Children will develop scissor handling skills when cutting the puzzle pieces. (EAD and PD)
- Make a yes/no recycled paper poster about mother monkey describing her including body covering, legs, movements... (EAD and CL)
- Make a classroom collage of jungle background and animals masks using several materials such as playdough, cardboard and types of paper cut outs. (EAD)
- Big and small. Take children for a walk to collect pebbles and leaves. Children can classify them into sets (big and small). They can also use comparative language when showing their groups. Children can then find out which pebble or leaf is the biggest and the smallest one. (M and CL)
- Make up another story together in which an animal loses its mum and another animal helps it. (CL and UW)

Games

- Follow the leader: children follow the leader making animal noises or doing animal actions (CL and PD)
- Copy me:

- children copy animal noises (croak, squawk, hiss, etc) (CL and EAD)
- children copy animal actions (PD and CL)
- children copy facial expressions (feelings) (PSED and EAD)

- Walk/run/pounce/jump/slither like a ... snake (CL and PD)
- Guess the animal role-play. Children choose one of the creatures from the story and role-play it, using actions and noises. Teacher calls out a name and that child should continue moving, whilst all others should freeze on the spot. The other children try to guess which creature the child is role-playing. When the teacher claps children move again. (CL, EAD and PD)
- Guess the animal. Put out a range of objects or cuddly toys. Teacher describes an animal and children guess which one it is. (CL and UW)
- Matching game. Children match pictures of baby and adult animals. They can discuss the differences in pairs and then share with the whole group. (UW and CL)
- Rhyming words. Choose some words such as 'bat' or 'small' and see how many rhyming words children can think of, or play games where children have to shout out or ring a bell when words that you say do not rhyme. Can children make their own rhyming couplets? (CL)
- Find the monkey. Hide a picture of the mother monkey. Use positional language such as 'next to' or 'under' to help the children find it. (M and CL)
- Jigsaw puzzles. Children do jigsaw puzzles featuring some of the animals from the story, such as the elephant or butterfly. (M)
- Who am I? Teacher and children take turns to describe and guess animals from the story (size, shape, colour, number of legs, etc) (CL, UW and M)

Continuous provision (child led, play based)

| | | |
|---|---|--|
| <p>Reading</p> <ul style="list-style-type: none"> – Provide non-fiction books about baby animals, animal habitats, etc. – Make a selection of stories available linked to the main themes in Monkey Puzzle, e.g. feelings, getting lost, families. | <p>Role-play</p> <ul style="list-style-type: none"> – Make animal masks and animal costumes available. – Provide or make a jungle habitat for role-play. | <p>Workshop</p> <ul style="list-style-type: none"> – Animal mask-making. – Press leaves, sticks and stones into clay to explore patterns. – Make a jungle display. |
| <p>Sensory/Messy</p> <ul style="list-style-type: none"> – Provide paint trays for children to make handprints and footprints which can later be turned into animals. – Children can experiment with the concept of big and small, making big splodges and small splodges with the paint. | <p>Mark Making / Fine Motor</p> <ul style="list-style-type: none"> – Set up a writing table with paper and pencils and pictures of animals for inspiration. – Provide mazes where children have to trace from the baby animal to its mother (sand, chalk or paper-based) | <p>Music</p> <ul style="list-style-type: none"> – Dance to songs about baby animals – Join in making animal noises – Experiment with ‘loud’ and ‘soft’ animal noises. |
| <p>Painting</p> <ul style="list-style-type: none"> – Use small world animals to make animal tracks by dipping their feet in paint. – Add images of animals around the edge of the painting easel to inspire the children’s paintings. | <p>Small World</p> <ul style="list-style-type: none"> – Make toy animals available. – Set up habitats or homes for the different animals using rocks, sticks, leaves and sand. | <p>Sand / Water</p> <ul style="list-style-type: none"> – Cover laminated pictures of baby animals with sand in a sand tray. Children use fingers, dry paint brushes, etc to dust away the layer of sand. Children have a sheet with pictures of the adult animals. As they find each baby animal, they place it on top of the adult animal. – Have some animal bath toys available in the water area. |

Further Resources

www.teachingideas.co.uk/library/books/monkey-puzzle

www.nurseryworld.co.uk/features/article/eyfs-activities-sharing-books-monkey-puzzle

www.scottishbooktrust.com/uploads/store/mediaupload/138/file/Monkey%20Puzzle%20Activity%20Pack.pdf

5. The inclusive classroom in Early Years: equality, diversity and inclusion

The Bilingual Education Programme is for all children, and an inclusive school our philosophy and practice. It is a place where children feel part of a community, safe to express themselves and to participate in their learning. A focus on Equality, Diversity and Inclusion (EDI) in the classroom aims to ensure fair treatment and opportunity for all children and to eradicate barriers to learning based on prejudice, discrimination or simply a lack of understanding of difference which may be physically visible or not.

This focus on EDI is of particular importance in Early Years as the experience a child has at the beginning of their education will shape their future progress to a greater or lesser degree. It is important to seek opportunities to openly discuss and celebrate diversity and, for example, to try to ensure that the languages, ethnicity, cultural diversity, family structures and other differences of your students are appropriately represented in the environment (e.g. through a choice of books, activities and displays).

Schools and teachers need to have policies and procedures in place to promote equality of opportunity for children in their care, including support for children with special educational needs. At a school level, reasonable adjustments should be made to help any children with additional needs to access the learning environment and curriculum. For example, easy access to the classroom and playground, dietary requirements or an adequate choice of resources should be considered. Similarly race equality and cultural diversity should be reflected in all areas of learning and development.

If a child is not making expected progress, or is not reaching age-related milestones, observation and monitoring is necessary. Depending on the setting, specialist advice may be sought. The teacher should scaffold the learning for the child/children so that they can make individual progress.

Experience shows that inclusive practices are more successful when they are adapted in response to the strengths and needs of the child and communication with families therefore helps identify these while engaging families in the child's learning goals. It is also essential for young children from diverse backgrounds to have the opportunity to make independent choices; this will enable you to observe their interests and begin to develop the language which will support those activities. Opportunities to play outside are often particu-

larly beneficial as children tend to be less inhibited in their language use in an outdoor environment.

Learners are given opportunities to participate when they understand what is happening, when instructions are clear and when they have the skills to respond to tasks.

Any students with additional needs will benefit from being assessed in relation to their individual progress. A graduated approach is useful when adopting new strategies/interventions: Assess, plan, do, review.

In all cases, adopt a child-centred approach to make sure that any adjustments actively support participation and reduce the impact of any obstacles that may present. Here are some strategies to consider when planning which will help foster an inclusive learning environment in the classroom:

- Provide visual cues and gestures, model tasks and use appropriately pitched language to support learners who have a more visual memory or who may have a sensory impairment.
- Check understanding during the lesson (e.g. by using questions or signals) and be sure to summarise learning objectives at the end of the lesson and review them at the beginning of the following class.
- Pace reading and writing activities in consideration of the child's stage of development. Integrate flexibility and evidence-based reading and writing strategies to support progress. Differentiation, for example in the form of scaffolding, should be applied to individuals/groups and learning goals should be attainable.
- Give space to explore and personalise the emotions presented in stories. Equally, the emotional development of individual children should be considered in relation to tasks that demand specific skills e.g. turn taking, sharing.
- Students with hearing, visual impairments and or specific learning difficulties may particularly benefit from specific support strategies in the form of visual cues, gestures, descriptions of images, larger fonts.
- Voice (tone, pitch and intonation) can be a useful tool in supporting students who may have difficulty seeing or understanding specific concepts and emotions.
- Use books illustrated with pictures of children and settings from other cultures, both fiction and non-fiction.
- Provide props and items from children's homes, e.g. kitchen utensils, dressing up clothes, dolls with different skin tones, a variety of foods for a snack or lunch (parents could advise), artefacts from different places around the world.
- Play music from other cultures featuring different languages, instruments, and rhythms.
- Display pictures of role models and celebrities from diverse ethnic backgrounds.
- Teach greetings, songs and numbers in other languages.

6. Assessment in the Early Years stage

Assessment is an essential part of the learning and development of children in Early Years¹. Accurate assessment depends on teachers getting to know children very well and to this end they must gather information from a range of sources including observations of the children engaged within child-led/independent learning as well as during adult-led focus activities. This can also be done through discussions with parents and carers and by talking to the children as they play and go about their daily activities such as eating their lunch and getting changed for physical education.

Teacher observations may be planned, for example when the teacher might spend an unbroken 10 minutes with the child on a focus activity, or spontaneous, for example watching how a child uses puppets to practise speaking English alone or with other children in the class. As the teacher observes the children, they will record what they see. This could be by making a brief note on a Post-It, taking a photo or asking the child a question. They will then analyse the observations to see what they tell us about the children and whether they are showing evidence towards the achievement of an objective. Following assessment of what different children can do, classroom activities and experiences as well as the environment and the role of the adult can be carefully planned to make sure children can progress and achieve their next steps towards the learning objectives.

Progress and attainment of the children are assessed in terms of age-related expectations (ARE) and the objectives from the topic webs are based on “*Development Matters in the Early Years*” (Early Education, 2012). The topic webs contain stories with objectives for the three-year groups in the Early Years cycle. At the end of the three year cycle the children can be assessed to be in one of three levels:

Emerging: the child is working below age-related expectation (1-4)

Expected: the child is working at age-related expectation (5-8)

Exceeding: the child is working above age-related expectation (9 and 10)

¹For further guidance refer to “Development Matters in the Early Years Foundation Stage “

Evidence for this grading can be gathered from assessing how well the child has progressed through the objectives set during the 3 years. For example, if a child regularly meets the objectives from the topic webs, they would be “expected” by the end of the infant cycle. It is a “best fit” approach as a child does not need to meet every objective to be at an “expected” level.

Children can be encouraged to become more active in their learning through a process called Assessment for Learning (AFL).

‘Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’² Broadfoot, P et al., (2002).

The underlying premise of AFL is that learners will be more successful if they are able to take personal responsibility for their learning. This means involving children in decision making about what they want and need to learn, as well as teaching them how to assess themselves.

Good practice involves:

- Sharing learning objectives with pupils using child-friendly language. Help them to understand how they can meet the objectives by asking them to think about what they need to do.
- Helping children show how well they understand, for example after an activity ask the children for thumbs up/down or smiley/sad faces or traffic lights.
- Helping children to assess themselves as well as their peers, reflect upon their learning and think about what they have achieved and how they can improve and progress (setting simple goals).
- Giving feedback, oral and written.

² Broadfoot, P et al., (2002). *Assessment for Learning: 10 Principles. Research-based principles to guide classroom practice* Assessment for Learning. Assessment Reform Group

Annex 1.

El contexto legal para las orientaciones

La Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación, introduce sobre la anterior redacción de la norma importantes cambios con objeto de adaptar el sistema educativo a los retos y desafíos del siglo XXI de acuerdo con los objetivos fijados por la Unión Europea y la UNESCO para la década 2020-2030.

Al mismo tiempo, la ley reformula los elementos que integran el currículo, señalando que su redacción deberá estar orientada a facilitar el desarrollo educativo de los alumnos y alumnas, garantizando su formación integral, contribuyendo al pleno desarrollo de su personalidad y preparándolos para el ejercicio pleno de los derechos humanos y de una ciudadanía activa y democrática en la sociedad actual. En consonancia con esta visión, la ley hace hincapié en el hecho de que esta formación integral necesariamente debe centrarse en el desarrollo de las competencias.

El nuevo texto incorpora a la ordenación y a los principios pedagógicos de la etapa de Educación Infantil el respeto a la específica cultura de la infancia, según lo establecido en la Convención sobre los Derechos del Niño y las Observaciones Generales de su Comité, reconociendo el interés superior del menor, su derecho a la educación y la obligación del Estado de asegurar el cumplimiento efectivo de sus derechos.

En desarrollo de lo previsto en la nueva ley orgánica, se ha publicado el *Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de Educación Infantil*. En él se recoge que la finalidad de la etapa –que se concibe como una etapa educativa única, con identidad propia y organizada en dos ciclos que responden ambos a una misma intencionalidad educativa– es contribuir al desarrollo integral y armónico del alumnado en todas sus dimensiones: física, emocional, sexual, afectiva, social, cognitiva y artística, potenciando la autonomía personal y la creación progresiva de una autoimagen positiva y equilibrada, así como a la educación en valores cívicos para la convivencia.

La etapa de Educación Infantil supone el inicio del proceso de adquisición de las competencias clave para el aprendizaje permanente que aparecen recogidas en la Recomendación del Consejo de la Unión Europea de 22 de mayo de 2018, adaptadas al contexto escolar, así como a los principios y fines del sistema educativo español. Dichas competencias clave son las siguientes:

- Competencia en comunicación lingüística
- Competencia plurilingüe
- Competencia matemática y competencia en ciencia, tecnología e ingeniería
- Competencia digital
- Competencia personal, social y de aprender a aprender
- Competencia ciudadana
- Competencia emprendedora
- Competencia en conciencia y expresión culturales

En la elaboración de las enseñanzas mínimas de la Educación Infantil se ha adoptado una visión estructural y funcional de las competencias clave, en la que sus tres dimensiones –la cognitiva o conocimientos, la instrumental o destrezas y la actitudinal o actitudes– se integran en acciones concretas para resolver de manera eficaz una tarea significativa y contextualizada orientada al desarrollo integral de niños y niñas. Con este mismo objetivo, entre las competencias se han incorporado destrezas esenciales, como el pensamiento crítico, la resolución de problemas, el trabajo en equipo, las destrezas de comunicación y negociación, las destrezas analíticas, la creatividad y las destrezas interculturales. Estas facilitan a niños y niñas el descubrimiento, conocimiento y comprensión de su realidad, que abarca, entre otros, el entorno y los objetos, las organizaciones y relaciones sociales, así como los distintos lenguajes para comunicar de una manera respetuosa y creativa sus ideas, intenciones o vivencias.

La práctica educativa en esta etapa buscará desarrollar y asentar progresivamente las bases que faciliten el máximo desarrollo de cada niño y de cada niña. Se debe basar en experiencias de aprendizaje significativas y emocionalmente positivas, fundamentalmente a través de la indagación, la experimentación y el juego. Además, deberá llevarse a cabo en un ambiente de afecto y confianza que potencie su autoestima e integración social y el establecimiento de un apego seguro. Además, se favorecerá que niños y niñas adquieran autonomía personal y elaboren una autoimagen positiva, equilibrada e igualitaria y libre de estereotipos discriminatorios.

En la etapa se atenderá progresivamente al desarrollo afectivo, a la gestión emocional, al movimiento y los hábitos de control corporal, a las manifestaciones de la comunicación y del lenguaje, y a las pautas elementales de convivencia y relación social, así como al descubrimiento del entorno, de los seres vivos que en él conviven y de las características físicas y sociales del medio en el que viven. También se incluirá la educación en valores y la educación para el consumo responsable y sostenible y para la promoción de la salud.

Se fomentará el desarrollo de todos los lenguajes y modos de percepción específicos de estas edades; además, sin que resulte exigible para afrontar la Educación Primaria, podrá favorecerse una primera aproximación a la lectura y a la escritura, así como experiencias de iniciación temprana en habilidades numéricas básicas, en las tecnologías de la información y la comunicación, en la expresión visual y musical y en cualesquiera otras que las Administraciones educativas determinen. Debe también fomentarse una primera aproximación a la lengua extranjera.

Para sistematizar y planificar la actividad educativa de la etapa, el Real Decreto 95/2022 organiza el currículo en tres áreas correspondientes a ámbitos propios de la experiencia y del desarrollo infantil: *Crecimiento en Armonía*; *Descubrimiento y Exploración del Entorno*,

y *Comunicación y Representación de la Realidad*. Esta división en áreas no implica que la realidad se presente de manera parcelada; al contrario, las tres áreas deben entenderse como ámbitos de experiencia intrínsecamente relacionados entre sí, que participan en todos los aprendizajes y contribuyen al desarrollo de todas las competencias clave establecidas, así como a la consecución de los objetivos de la etapa.

En cada área se proponen unas competencias específicas que son comunes para los dos ciclos de la etapa, formuladas a partir de las competencias clave antes mencionadas, y vinculando estas con los retos y desafíos del siglo XXI, lo que garantiza el enfoque competencial del currículo: la meta no es la mera adquisición de saberes, sino el desarrollo integral de niños y niñas, que deben aprender a movilizar lo aprendido para solucionar necesidades reales.

Para cada competencia específica de cada área y ciclo se establecen también los criterios de evaluación –que sirven como referentes para identificar el ritmo y las características del progreso individual que se va produciendo–, así como los saberes básicos –que son los conocimientos, destrezas y actitudes que constituyen los contenidos propios de cada área, y cuyo aprendizaje es necesario para la adquisición y desarrollo de las competencias específicas–.

La adquisición efectiva de las competencias clave descritas se verá favorecida por el desarrollo de una metodología activa que reconozca a los niños y las niñas como agentes de su propio aprendizaje. Para ello, el Real Decreto promueve la configuración de situaciones de aprendizaje globalizadas, significativas y estimulantes, bien contextualizadas y respetuosas con el proceso individual de desarrollo integral del alumnado en todas sus dimensiones, que tengan en cuenta sus potencialidades, intereses y necesidades, así como las diferentes formas de comprender la realidad en cada momento de la etapa.

Subdirección General de Ordenación Académica
Ministerio de Educación y Formación Profesional

The legal context for the integrated approach in Early Years

Organic Law 3/2020 of 29 December 2020, which amends Organic Law 2/2006 of 3 May 2006 on education, significantly changes the previous legislation's wording in order to adapt Spain's education system to the challenges of the 21st century and meet the goals set by the European Union and UNESCO for 2020–2030.

At the same time, the law reformulates the elements that make up the curriculum, stating that its content should facilitate pupils' educational development and ensure the comprehensive nature of the latter, thereby contributing to the full development of their personalities and preparing them for the full enjoyment of their human rights and for active and democratic participation in contemporary society. In line with this vision, the law emphasises that such comprehensive education must focus on developing competences.

The new law incorporates respect for the specific culture of early childhood (as set out in the UN Convention on the Rights of the Child and the General Observations of the Committee on the Rights of the Child) into the planning and pedagogy of early childhood education, recognising the best interests of the child, the child's right to education and the state's duty to ensure the effective observance of children's rights.

The provisions of the new organic law are implemented through Royal Decree 95/2022 of 1 February 2022 establishing the planning and minimum teaching content of early childhood education. This decree states that the purpose of early childhood education – envisaged as a specific educational stage with its own characteristics and structured in two cycles, both of which contribute to the same educational purpose – to contribute to the full and harmonious development of the pupils' various dimensions – physical, emotional, sexual, affective, social, cognitive and artistic – so as to strengthen personal autonomy and progressively create a positive and balanced self-image while educating them in civic values that promote respectful coexistence.

Early childhood education marks the start of the process of acquiring the key competences for lifelong learning set out in the EU Council Recommendation of 22 May 2018, as adapted to the context of schooling and the principles and goals of the Spanish education system. These key competences are as follows:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning-to-learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

Definition of early childhood education's minimum teaching content adopts a structural and functional vision of the key competences in which the latter's three dimensions — cognitive (knowledge-based), instrumental (skills-based) and attitudinal (attitude-based) — are integrated into specific actions used to effectively perform meaningful contextualised tasks intended to develop pupils' full potential. To this end, essential skills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity and intercultural skills are embedded throughout the key competences. These facilitate children's discovery, knowledge and understanding of their reality, which encompasses, among other things, their environment and the objects within it, social organisations and relationships and the different forms of language used to respectfully and creatively communicate their ideas, intentions or experiences.

Educational practice at this stage should progressively seek to lay the foundations that facilitate the development of each child to the maximum of their potential. It should be based on meaningful and emotionally positive learning experiences, mainly encountered through inquiry, experimentation and play. In addition, it should take place in an atmosphere of affection and trust that enhances their self-esteem and social integration and establishes secure attachment. Furthermore, children should be encouraged to gain personal autonomy and develop a positive, balanced and egalitarian self-image free of discriminatory stereotypes.

In this education stage, progressive emphasis will be placed on affective development, emotional management, bodily movement and control, forms of communication and language and the fundamentals of respectful coexistence and social interaction, as well as discovery of the environment, of the living beings that coexist in it and of the physical and social characteristics of the setting in which the children live. It will also include the teaching of values, responsible and sustainable consumption and health education.

Development of all the forms of language and modes of perception specific to these ages will be encouraged. In addition, although it is not necessary prior to entering primary education, teachers may introduce children to reading and writing, basic numeracy, information and communication technologies, visual and musical expression and any other skills education authorities deem appropriate. Initial contact with a foreign language should also be encouraged.

To systematise and plan educational activity during this stage, Royal Decree 95/2022 divides the curriculum into three areas aligned with early childhood experience and development: *Growth in Harmony*; *Discovery and Exploration of the Environment*; and *Communication and Representation of Reality*. This division into areas does not imply that reality is explored piecemeal; rather, the three areas should be understood as spheres of experience that are

intrinsically related to one another, that play a part in all the learning goals and that contribute both to the development of all the key competences set out in the legislation and to the achievement of the objectives set for the education stage.

In each area, a set of specific competences common to early childhood education's two phases are proposed. These are based on the above-mentioned key competences, which are linked to the challenges of the 21st century, thereby ensuring the curriculum's competence-based focus. The goal is not merely to acquire knowledge, but to foster comprehensive development of the children, who should be able to utilise what they have learned to meet real needs.

Evaluation criteria of every specific competence are established for each area and phase. These serve as benchmarks against which to determine the pace and nature of each child's progress, as well as the basic knowledge they possess, which comprises the knowledge, skills and attitudes imparted in each area's content and which must be learnt if the child is to acquire and develop the specific competences indicated in the legislation.

Effective acquisition of the key competences described will be supported by application of an active methodology that recognises children's role as the agents of their own learning. To this end, the Royal Decree provides the framework for configuring comprehensive, meaningful and stimulating learning situations that are well contextualised and that respect the individualised nature of fully developing every dimension of a child's potential. These situations take into account the child's potential, interests and needs, as well as the different ways of comprehending reality at any given point in the educational stage.

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Annex 2. Guidance on teaching phonics in Early Years

Phonics is best taught in a systematic way. This means moving children through a planned sequence of skills rather than teaching particular aspects of phonics as they are encountered in texts. A good approach is to have shorter, pacey, more frequent phonics sessions rather than a longer phonics session once or twice per week. This may form part of a daily literacy lesson. In addition to a planned phonics session, opportunities should be sought to reinforce or practise sounds, for example when the children are lining up or going out to play. “Line up if your name begins with C” (using sound not the letter name). Phonics sessions should be engaging, aiming for maximum participation from all of the children. Children in the class may have differing levels of phonemic awareness and reading skills, so it may be necessary to teach groups of students at different times to ensure the phonics instruction is more suited to individual needs. Good practice is to provide spaces or areas of the classroom where sounds and words are displayed and children have access to practise and incorporate phonics into their play.

The following guidance has been adapted and reproduced from The Department for Education and Skills National Primary Strategy document “Letters and Sounds: Principles and Practice of High Quality Phonics”© Crown copyright 2007. Please refer to the document for more practical ideas and activities and further resources are available on the webpage: www.letters-and-sounds.com

Step 1

Teaching children to read starts very early in their development. Children who are exposed to stories, songs, rhymes and books have a better chance to become good readers in the future.

Children need to tune in to sounds, copy and follow rhythms and enjoy rhyming and Nursery Rhymes to lay the foundations of Phonological Awareness through:

- AUDITORY DISCRIMINATION** Listening to and remembering sounds
- AUDITORY MEMORY AND SEQUENCING** Talking about sounds

GENERAL SOUND DISCRIMINATION

Through games and stories children explore different sounds in the environment using musical instruments, body percussion and action songs.

Children become more able to discriminate and describe a range of sounds, and recognise and repeat sound.

Step 2

Once children are equipped with the pre-literacy foundations, they are ready to be introduced to Phonics.

Teaching phonics requires children to have the disposition to sit and listen to a regular and systemic session.

RHYTHM AND RHYME

Children need to build a stock of rhymes through hearing them repeated over and over again.

For children learning English as an additional language (EAL), songs and rhymes help them to tune into the rhythm and the sound of English.

ALLITERATION

Children by listening to beginning sounds in words, begin to understand how sounds are articulated and the sound structure of words.

VOICE SOUNDS

Support the children's articulation through mouth movements and distinguish between different mouth vocal sounds in preparation for blending and segmenting.

ORAL BLENDING AND SEGMENTING

It is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme–phoneme correspondences.

A good idea is to introduce children to a soft toy that can only speak in ‘sound-talk’. They can listen to it initially and then attempt to speak to it.

- Blending for reading: (e.g. b-i-n: bin)
- Segmenting for writing: (e.g. Bin: b-i-n)

Children who can hear phonemes in words and sound them out accurately are generally well placed to make a good start in reading and writing.

Children learning EAL generally learn to hear sounds in words easily.

Once children have been introduced to blending and segmenting these should be practised hand in hand as they are reversible processes.

Using flashcards, props, puppets and toys can help support attention and convey meaning, but must not distract from the purpose of the session or make it too long.

Teaching a sound

Use pure sounds (Phonemes), not letter names.

Each session will start by introducing a new sound. Aim to do a little a day.

To teach at least 19 sounds:

TEACHING A SOUND

| | | | | |
|--------|----|---|------|---------|
| Set 1: | s | a | t | p |
| Set 2: | i | n | m | d |
| Set 3: | g | o | c | k |
| Set 4: | ck | e | u | r |
| Set 5: | h | b | f,ff | l,ll ss |

Once Set 1 sounds have been taught, the session will also review the letter-sound correspondence of previous letters learnt and the letter formation for writing.

Reading and writing skills will be practised by:

BLENDING AND SEGMENTING

From Oral Blending to Blending with letters.

From Oral Segmenting to segmenting with letters.

READING AND WRITING

Start to read CV and CVC words.
CV- consonant-vowel (e.g. no, go).
CVC-consonant-vowel-consonant (cat, sun, bin...).
Spell CV and CVC words with magnetic letters.
Introduce reading two-syllable words and simple captions.

HIGH FREQUENCY WORDS

Introduce some high frequency tricky words.

TEACHING A SOUND

- Hear it and say it (the children repeat the sound).
- See it and say it (teacher introduces letter on a flashcard, one side has the letter, reverse side has a visual of a word beginning with the sound. E.g. Apple).
- Say it and write it.

PRACTISE SOUND RECOGNITION AND RECALL

- Recognition for Reading: fast recognition of letters is important for reading.
- Recall for Spelling: To find the correct sound in response to a letter-sound being spoken.

As more sounds and their letter correspondence are learned, they should be reviewed quickly but regularly.

PRACTISE ORAL BLENDING AND SEGMENTING

- At different moments of the day say some words in “sound-talk”, stressing each sound: c-a-t, p-i-g...

Encourage children to say back the sounds followed by the word.

- Once children are familiar with some words, they can use their fingers to put the sounds on each finger as they blend them.
- Likewise, when segmenting, point the number of fingers as you say each sound. Children produce the word.

LETTER FORMATION

Once the new sound is introduced and practised, allow children to become familiar with the formation of the letter. Use a white board to write the letter in front of the children. Have boards and wipe pens so that children can practise letter formation at different times of the day.

INCORPORATE PHONICS

Letter cards and visuals can be displayed around the classroom to help children when attempting to form letters or incorporating writing into their play.

Display sets of objects to support recall of beginning sounds, children can manipulate and sort the objects to match the beginning sound.

Blending and Segmenting

- Sound blending is the ability to build words from individual sounds by blending the sounds together in sequence (e.g. c-a-t : cat).
- Segmenting is the ability to hear the individual sounds in words. It is the opposite of blending. In segmenting we take the individual sounds apart (cat: c-a-t).

It is key to give children oral experience of blending phonemes into words so that they are already familiar with the blending process when they start to read words made from the letter-sounds they are being taught.

There are a range of resources that can facilitate practising blending and segmenting:

- Soft toy that can only “sound-talk”. This puppet can make blending and segmenting more fun and engaging.
- Set of cards with the words to be blended. Children say each sound in the word and attempt to blend them together.
- Individual magnetic boards.
- Set of magnetic letters on each board.
- Pocket chart or Teacher’s White board to demonstrate.

Working with a Partner! This is a good way to get children to work together and say the words to each other when practising blending and segmenting.

PRACTISE ORAL BLENDING AND SEGMENTING

Blending and segmenting are the inverse of one another and need regular practice during step two but blending and segmentation with letters should replace oral segmentation and blending as soon as possible.

For children learning English as an additional language it is important to introduce the meaning of the words (e.g. have a visual of a cat, pan, dog when practising these words).

BLENDING FOR READING

– Display a VC or CVC words on individual cards and draw a dot under each letter (there is a dot under each of the sounds the children need to read. This will help them when decoding sounds with two letters.

e.g. ch-i-n, s-i-ng.

- Sound talk (say each sound) and tell the children the word. Repeat.
- Teach new words and repeat the process.
- Revisit the word cards several times to gain speed (saying each sound-letter and then saying whole word).
- Allow children to turn to their partner and say the word.
- Even though the purpose of this activity is not to understand the words, it is advisable that children know the meaning of the words, either introducing the words previously or having visuals to refer to, which should not distract from the task.

SEGMENTING FOR WRITING

- Say the word to be segmented (e.g. mat).
- It helps children to tell them how many fingers they need to point out (3 fingers)
- Say the sound as you press it on each finger (m-a-t).
- Find each of the letters that match the sounds stressing how you place them in the order you hear them. Display the letters that make the word and read across saying the word.
- Children will copy following the same process: finding the sounds on their board, placing them in order, saying the word.
- This process can also be practised using phoneme frames or letter fans.
- Say another word and ask the children to sound-talk it to their partner using their fingers. Teacher models by finding the sounds on the board and putting them in order. Children copy by selecting the sounds and making the word. Then say it.

High Frequency Common Words

High frequency words are those words which occur most frequently in written material, for example, “and”, “the”, “as” and “their”. They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence. Some of the high

frequency words can be sounded out using basic phonic rules, e.g. “it” is an easy word to read using phonics. However, many of the high frequency words are not phonically regular and are therefore hard to read in the early stages. These words are sometimes called tricky words, sight words or camera words. In addition to being difficult to sound out, most of the high frequency words have a rather abstract meaning which is hard to explain to a child.

When children move further in their phonics acquisition and start to read simple captions they will come across these high frequency words (e.g. The cat is red).

TEACHING TRICKY HIGH FREQUENCY WORDS

- These are words which are difficult to blend but are key words they need to read and access texts (e.g. the, said, your).
- The children should be taught these words and practise sight reading them (without blending).
- These words should be introduced, before starting to read captions or simple phonic books.
- Some of these words will then become common words children can read phonetically once they have learned those sounds.

HIGH FREQUENCY WORD CARDS

- Display each word on a word card. This card should have a different colour to the CV and CVC word cards which children are learning to blend.
- There is not a sound dot under the word as they are not initially expected to blend the sounds but instead sight-read them.
- These words can be also be found in word lists to review and practise.

HIGH FREQUENCY WORDS FOR READING

- Before reading a phonics book or caption prepare the high frequency words children will come across.
- Introduce these words and repeat frequently to ensure children memorise and recognise them.

READING AND WRITING CAPTIONS

Once children are able to blend words for reading with certain accuracy, they are ready to move on to read simple captions. These can be displayed independently or as part of a phonic book.

Books should be selected according to the ability of each child and require some preparation to ensure children are developing their fluency and comprehension:

- General understanding of key words.
- Recognition of high frequency or tricky words.
- Don't get distracted with illustrations, but focus primarily on the text.

Independent Writing

When the children are writing, for example in role-play areas, their letter awareness along with their ability to segment will allow them to make a good attempt at writing many of the words they wish to use. Even though some of their spellings may be inaccurate, the experience gives them further practice in segmentation and, even more importantly, gives them experience in composition and helps them see themselves as writers.

READING CAPTIONS

- Display the caption (e.g. pat a dog).
- Sound-talk and read the first word (e.g. p-a-t pat).
- Ask the children to repeat after you or join in with you, depending on their progress.
- After sound-talking (if necessary) and reading the second word, say both words (e.g. a, pat a).
- Continue with the next word (e.g. d-o-g dog, pat a dog).
- Display the pictures and ask the children to match the caption with the picture.

SHARED WRITING

When writing in front of the children, take the opportunity to ask them to help you spell words by telling you which sounds to write.

WRITING CAPTIONS

- Display and discuss the picture (picture of a cat in a hat).
- Ask the children to help you write a caption for the picture (e.g. a cat in a hat).
- Ask them to say the caption all together a couple of times and then say it again to their partners.
- Ask them to say it again all together two or three times.
- Ask the children to tell you the first word.
- Ask what sounds are needed and write it.
- Remind the children that a space is required between words and put a mark where the next word will start.
- Ask the children to say the caption again.
- Ask for the next word and ask what sounds are needed.
- Repeat for each word.

Annex 3. Sample core booklist

The following is a suggested list of core texts which teachers could use to plan learning over the Early Years cycle and which allow children to explore a variety of topics as well as new language structures, key phonics and vocabulary. Teachers generally should aim to complete 3 books per term. Working with a core book list of 10 books per year will enable pupils to have worked with 30 core texts before their transition to Primary.

Here are some tips when choosing your core texts:

1. Choose books that the children enjoy and are enthusiastic about.
2. Balance traditional and modern.
3. Make sure your core book list has a variety of themes.
4. Use fiction and non-fiction for variety.
5. Reflect on how inclusive your books are.

1º Infantil

1. Goldilocks and the Three Bears (Oxford classic tales)
2. Dear Zoo (Rod Campbell)
3. Maisy (Lucy Cousins)
4. The Very Hungry Caterpillar (Eric Carle)
5. Brown bear, Brown bear, what do you see? (Bill Martin Jr)
6. Dear Santa (Rod Campbell)
7. There was an old lady who swallowed a fly (Pam Adams)
8. Go away, big green monster (Ed Emberley)
9. The Three Little Pigs (Oxford classic tales)
10. Animal Babies about the House (Vicky Weber)
11. Don't throw that away! (Lara Berger)
12. It's ok to be different (Todd Pass)
13. Each Peach Pear Plum (Janet and Allan Alhberg)
14. Rosie's Walk (Pat Hutchins)
15. Spot's Toy Box (Eric Hill)

2º Infantil

1. Meg and Mog (Helen Nicoll)
2. The Way Back Home (Oliver Jeffers)
3. The Green Queen (Nick Sharratt)
4. From Head to Toe (Eric Carle)
5. Pirates (Nick Sharratt)
6. Elmer (David Mc Kee)
7. Father Christmas (Raymond Briggs)
8. Monkey Puzzle (Julia Donaldson)
9. Caveman Dave (Nick Sharratt)
10. Pass the Jam, Jim (Kaye Umansky)
11. The Tiger Who Come To Tea (Judith Kerr)
12. Polar Bear, Polar Bear What Do You Hear? (Eric Carle)
13. The Colour Monster (Anna Llenas)
14. Ducks don't wear socks (John Nedwidek)
15. Bath George (Jules Feiffer)

3° Infantil

1. How to catch a star (Oliver Jeffers)
2. Jack and the Beanstalk (Oxford classic tales)
3. Peace at Last (Jill Murphy)
4. Where's My Teddy? (Jez Alborough)
5. The Enormous Turnip (Oxford classic tales)
6. We all go travelling by (Sheen Roberts)
7. The Rainbow Fish (Marcus Pfister)
8. Whatever Next (Jill Murphy)
9. Aliens Love Underpants (Claire Freedman)
10. Changes (Anthony Browne)
11. Funny Bones (Ahlberg)
12. Handa's Surprise (Eileen Browne)
13. The Secret Diary of a Bear (Felicia Law / Lesley Danson)
14. We're Going on a Bear Hunt (Michael Rosen)
15. The Boy Who Grew Flowers (Jennifer Wojzowicz)

Annex 4 : Topic web template

Book:

Educación Infantil

Author:

Why?

Key Vocabulary + Structures

Communication and Language

Phonics

Understanding the World

Physical development

Expressive Arts and Design

Mathematics

Personal, Social and Emotional Development

SMSC

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