**Article 7**: Objectives of Primary Education

a) To know & appreciate coexistence rules & values, acting according to them, get ready for citizenship and respect human rights and pluralism in a democratic society

b) To develop individual & team working habits, effort & responsibilities, self-confidence, critical sense, personal initiative, curiosity, interest, creativity and entrepreneurship

c) To acquire abilities to prevent and peacefully settle conflicts enabling them to act autonomously within society

d) To know, understand & respect different cultures & people, equal rights & opportunity between women and men, no discrimination (esp. disabled)

e) To know & appropriately use Spanish & coofficial languages of the Aut. comm. + develop reading habits

f) To acquire, in at least a FL, the basic communicative competence to express & understand simple messages & cope with everyday situations

g) To develop basic mathematical competences & start solving problems through basic calculation operations, knowledge of geometry and estimation & apply them to everyday life

h) To know the basics of Natural Sciences, Social Sciences, Geography, History and Culture

i) To start using educational ICT & being critically aware of the messages they send & receive

j) To use different artistic representations & expressions & create visual & audiovisual performances

k) To value hygiene & health + accept their own & others’ bodies + respect differences + employ PE & sports as means to foster personal & social development

l) To know & value animals (esp. domesticated ones) + learn to take care of them

m) To develop their emotions in all aspects of personality and interpersonal relationships, fight against violence, any sort of prejudices & sexist stereotypes

n) To promote road safety & respectful attitudes to prevent traffic accidents

The **general principles** at this stage, according to the Royal Decree 126/2014, of 28 February, by which the core curriculum of Primary Education is established, are as follows:

The aim of the Primary Education is to help students learn the principles of oral expression and comprehension, reading, writing, calculation, the acquisition of basic notions of culture, and the habit of coexistence as well as the study and work habits, the artistic sense, creativity and affectivity, in order to ensure an integral formation that contributes to the full development of the students' personality, and to prepare them effectively for Compulsory Secondary Education

The educational action in this stage will try to integrate the different learning experiences of the students and it will also be adapted to the students' different working paces.

Primary Education is divided into six academic years, which will ordinarily be taught between six and twelve years old, and it is organized in areas, which will have a holistic and integrative approach.

Primary education will contribute to the children development of the skills that will enable them to:

1. Understand and appreciate the values ​​and standards of living, learn to act in accordance with them, prepare for active citizenship and respect for human rights and pluralism inherent in a democratic society.
2. Develop individual and team work, effort and responsibility in the study as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, creativity and interest in learning, and entrepreneurship.
3. Acquire skills for the prevention and peaceful resolution of conflict, enabling them to function independently in the family and household, as well as in social groups with which they are associated.
4. Know, understand and respect different cultures and differences between people, equal rights and opportunities for men and women and non-discrimination of people with disabilities.
5. Know and use appropriately the Spanish language and, if any, the co-official language of the Autonomous Community and develop reading habits.
6. Acquire, in at least one foreign language, skills to enable them to express and understand simple messages and function in everyday situations.
7. Develop basic Maths skills and initiative in solving problems that require elementary operations of calculation, geometry and estimates, as well as being able to apply to situations in everyday life.
8. Know the main features of Natural Science, Social Science, Geography, History and Culture.
9. Start using, for learning, the information technology and communication to develop a critical mind to the messages they receive and produce.
10. Use representation and artistic expression and start to build visual and audio-visual proposals.
11. Rate hygiene and health, accept their own body and that of others, respecting differences and using physical education and sport to encourage both personal and social development.
12. Know and appreciate those animals closest to us and adopt forms of behaviour that contribute to their preservation and care.
13. Develop emotional skills in all areas of personality and in their relationships with others and an attitude opposed to violence, prejudice of any kind and sexist stereotypes.
14. Promote road safety education and respectful attitudes that affect the prevention of accidents.

**3. A) KEY COMPETENCES IN THE SPANISH EDUCATIONAL SYSTEM**

The **European Union** guidelines insist on the need for citizens to acquire the key competences as an essential condition for individuals to achieve a complete personal, social and professional development, adapted to the demands of a globalized world and making economic development possible, linked to knowledge.

The competence is a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behaviour components, that work together in order to achieve a successful action. The practical knowledge is acquired through active participation in social practices, which can be developed both in a formal educational context, (i.e. through the curriculum), and in informal or non-formal educational contexts.

The competences are conceptualized as «know how to do», applied to a variety of academic, social and professional contexts. So that it is possible to transfer these competences to the different contexts, it is essential to understand the knowledge included in the competences and its connection with the practical abilities or skills involved.

The competence knowledge integrates a conceptual basis knowledge: concepts, principles, theories, data and facts (declarative knowledge- *know how to say*); a skills knowledge, related both to an observable physical action and to mental action (procedural knowledge –*know how to do*); and a third component which has a great social and cultural influence, and which involves a set of attitudes and values (*know how to be*).

Apart from that, learning through competences favours the students' own learning process and their motivation for learning, due to the strong relation between the different components: the concept-based knowledge (“know”) cannot be learnt apart from its use, “know how to do”; neither can a procedural knowledge be acquired (“skills”) without a concept-based knowledge, which gives sense to the action.

As some of the main features of learning through competences are transversality, dynamism and an integral character, the teaching learning through competences process must be tackled from all the areas of knowledge and by all the different authorities of the educational community, both in formal fields and in non-formal or informal ones.

Its dynamism is evidenced by the fact that the competences are not acquired at a certain moment and remain unaltered, but, on the contrary, they are part of a developing process through which individuals acquire higher and higher levels of performance using them.

Furthermore, this type of learning involves a thorough training of students who, at the end of the educational stage, will manage to transfer the acquired knowledge to the new circumstances they come across in the life they choose. Hence, they will be able to reorganise their way of thinking and acquire new knowledge, improve their performance and discover new ways of action and new skills that will allow them to efficiently perform the tasks, favouring the lifelong learning process.

The **Key Competences of the curriculum** are as follows:

**1. Competence in linguistic communication. (CLC)**

**2. Competence in mathematics, science and technology. (CMST)**

**3. Digital competence. (DC)**

**4. Learning to learn. (L2L)**

**5. Social and civic competences. (SCC)**

**6. Sense of initiative and entrepreneurship. (SIE)**

**7. Cultural awareness and expression. (CAE)**

The development of **basic disciplinary competences** (CLC, CMST) will be enhanced, though students will also deal with the rest of **cross-cutting key competences.**

**) DESCRIPTION OF THE KEY COMPETENCES**

* The **COMPETENCE IN LINGUISTIC COMMUNICATION (CLC)**, is the result of the communicative action within particular social practices, in which the individual interacts with other interlocutors through texts in multiple modalities and formats. These situations and practices may involve the use of one or several languages, in different spheres and either individually or collectively.

For a correct development of this competence, we must take into account its main five components and their relevant particularities:

- The **linguistic component** covers different dimensions: lexical, grammatical, semantic, phonological, orthographic and orthoepic, understood as the correct articulation of sound from a graphical representation of language.

- The **discourse pragmatic component** covers three dimensions: sociolinguistic (related to the correct production and reception of messages in different social contexts); pragmatics (including the communicative microfunctions and interaction schemes); and discursive (including textual macrofunctions and questions related to discursive genres).

- The **sociocultural component** includes two dimensions: one related to the knowledge of the world and one related to the intercultural dimension.

- The **strategic component** allows the individual to overcome difficulties and to solve problems that arise in the communicative exchange. It includes both skills and communicative strategies for reading, writing, speaking, listening and conversing, and also skills related to information processing, multimodal reading and production of electronic texts in different formats; moreover, this component also includes the general cognitive, metacognitive, and socio-affective strategies, that individuals use to communicate efficiently, what is essential in the foreign language learning process.

- Finally, the competence in linguistic communication includes a **personal component** which is involved in the communicative interaction in three dimensions: attitude, motivation and personality features.

* The **COMPETENCE IN MATHEMATICS, SCIENCE AND TECHNOLOGY (CMST)**, induces and strengthens some essential features of the students' training, which are basic for life.

In a society where the impact of mathematics, science and technology is determining, the achievement and sustainability of social well-being demands behaviours and personal decision-making closely linked to critical abilities and a reasoned and reasonable vision of others. All these are contributing factors in the competence in mathematics, science and technology.

a) The**mathematical competence** involves the ability to apply mathematical thinking and mathematical tools to describe, interpret and predict different phenomena in context.

For a correct development of the mathematical competence it is necessary to tackle four areas related to numbers, algebra, geometry and statistics, interrelated in different ways.

b) The **key competences in science and technology** are those competences which provide an approach to the physical world and a responsible interaction with it, from both individual and collective actions, aimed at preserving and improving the natural world, what is decisive for the protection and maintenance of the quality of life and progress of peoples. These competences contribute to the development of scientific thinking, as they include the application of scientific methodologies and technological skills, which lead to the acquisition of knowledge, contrasting ideas and applying the discoveries to social welfare.

For a correct development of the competences in science and technology, it is essential to deal with scientific concepts related to Physics, Chemistry, Biology, Geology, Mathematics and Technology, which arise from concepts, processes and interconnected situations.

* The **DIGITAL COMPETENCE (CD)** involves a creative, critical and safe use of information and communication technologies, in order to achieve the objectives related to work, employability, learning, use of free time, and inclusion and participation in society.

This competence includes the adaptation to the changes introduced by new technologies in terms of literacy, reading and writing, but also a new set of knowledge, skills and attitudes which are necessary nowadays to be competent in a digital environment.

For a correct development of the digital competence it is fundamental to approach: information, communication, content creation, safety and problem solving.

* The competence for **LEARNING TO LEARN (L2L)** is vital for lifelong learning taking place in different contexts, both formal and non-formal or informal ones.

This competence is characterised by the ability to start, organize and persist in learning. This requires, first of all, the ability to feel motivated to learn, and, in the second place, the need to foster organization and learning management.

For a correct development of the competence for learning to learn, it is necessary to reflect on the mental processes people carry on when learning, to know how the learning process works, as well as to develop the skills to regulate and control one's own learning.

* The **SOCIAL AND CIVIC COMPETENCES** **(SCC)** involve the skills and abilities necessary to use their knowledge and attitudes towards society –from different points of view, in a dynamic, changing and complex conception–, in order to interpret phenomena and social problems in increasingly diverse contexts; to build responses, take decisions and solve conflicts, as well as to interact with other people and groups according to norms based on mutual respect and democratic convictions. Furthermore, it also includes actions at a closer level to individuals as part of a civic and social implication.

a) The **social competence** is related to personal and social well-being.

b) The **civic competence** is based on the critical knowledge of concepts such as democracy, justice, equality, citizenship and civil rights, and it is formulated according to the Spanish Constitution, the Charter of Fundamental Rights of the European Union, and international declarations, and its application by different institutions at local, regional, national, European and international levels.

Acquiring these competences means being able to put oneself in the place of the other, accepting differences, being tolerant and respecting other people's values, beliefs, cultures and their personal and collective stories; that is, to combine individual and social, private and public, so as to find constructive solutions of the conflict and problems in the democratic society.

* The **SENSE OF INITIATIVE AND ENTREPRENEURSHIP (SIE)**, is the ability to transform ideas into actions. That means becoming aware of the situation to be solved, know how to choose, plan and manage their knowledge, and the necessary skills or abilities and attitudes with self-criteria, so as to achieve the desired objective.

For a correct development of the sense of initiative and entrepreneurship students need to foster:

* + - Creativity and innovation skills.
		- A pro-active ability to deal with projects.
		- Risk assumption, risk management and handling of uncertainty.
		- Leadership qualities and individual and team work.
		- Critical spirit and sense of responsibility.
* The **CULTURAL AWARENESS AND EXPRESSION** competence **(CAE)**, involves knowing, understanding, appreciating and valuing the different cultural and artistic demonstrations —with a critical eye and with an open and respectful attitude—, using them as a source of enrichment and personal enjoyment, and considering them as part of peoples' wealth and heritage.

For a correct development of the competence for cultural awareness and expression it is essential to tackle:

* + - Knowing, studying and understanding the different artistic genres and styles, as well as the main artistic works and cultural heritage productions.
		- Learning the techniques and resources of the different artistic languages.
		- Being aware of, understanding and being enriched with the productions regarding the world of Art and culture.
		- Fostering the initiative, creativity and imagination of each individual facing the expression of one's own ideas and feelings.
		- Showing interest, appreciation, respect, enjoyment and criticism towards artistic and cultural works.
		- Fostering participation in the society's cultural life.
		- Developing the capacity for hard work, steadiness and discipline as essential requirements for the creation of any sort of quality artistic productions, as well as cooperative skills which allow collective work.

**KEY COMPETENCES AND THE OBJECTIVES OF THE STAGE**

* The key competences must be closely linked to the established objectives for Primary Education.
* The relationship between the key competences and the objectives of the stage, makes it necessary to design strategies in order to favour the inclusion of students in adult life, and act as the base for their lifelong learning.
* The efficient acquisition of the key competences by students and its contribution to the achievement of the objectives of the educational stages, requires the design of integrated learning activities, which make it possible to progress towards learning more than one competence at a time.

**3. E) KEY COMPETENCES IN THE CURRICULUM**

* The key competences must be integrated in the different areas included in the curriculum, defining, specifying and developing sufficiently the learning results that students must achieve.
* The competences must be cultivated in the fields of formal, non-formal and informal education, throughout the whole life.
* All the areas of the curriculum must take part in the development of the students' different competences.
* The selection of contents and methodology must assure the development of the key competences throughout the whole academic life.
* The evaluation criteria must be a reference to assess what the students know and know how to do in each area. These evaluation criteria are structured according to the assessable learning outcomes.
* The set of learning outcomes of a certain area will result in the area profile.
* All the areas must contribute to the development of the key competences.

**F) METHODOLOGICAL STRATEGIES TO DEAL WITH THE COMPETENCES IN THE CLASSROOM**

The teaching and learning process requires careful planning of the results to achieve, clearly understanding the goals or objectives, the necessary resources, the most appropriate methodology and the learning assessment and feedback processes.

Didactic methods must be chosen according to the best possibilities to achieve the proposed targets and bearing in mind the factors conditioning the learning process.

* One of the key elements in learning through competences is sparking and maintaining children's **motivation** for the learning process, what involves a new approach to the student's role, which must be active and autonomous, conscious of being responsible of their own learning process.
* In order to foster motivation for competence learning it is also necessary to apply active and contextualized methodologies which enable the **implication and participation** of all the students, and the acquisition and use of real life knowledge, so that learning becomes transferrable and long-lasting.
* Active methodologies must be supported by **cooperative learning** structures, so that, through the joint resolution of tasks, the members of the group get to know the strategies used by their colleagues and are able to apply them to similar situations.
* The **interactive strategies** are the most appropriate ones for a competence teaching-learning process, as they enable sharing and building knowledge as well as making the classes more dynamic, through verbal and collective exchange of ideas.
* **Working through projects** helps students organize their thoughts favouring reflection, criticism, elaborating hypotheses and researching through a process where each one assumes the responsibility for their own learning, applying their knowledge and skills to real projects.
* Furthermore, it is advisable to use the **portfolio**, which offers wide information about the students' learning process, reinforces continuous evaluation, and allows sharing the learning results. The portfolio is a motivating tool for students which fosters their autonomy and develops their critical and reflective thinking.
* Teachers must get involved in creating and designing different types of materials, adapted to the different levels and the different styles and learning pace of students, with the aim to meet the demands of **classroom diversity**, paying special attention to the integration of **Information and Communication Technologies** to the teaching-learning process, providing access to virtual resources.
* Finally, it is necessary for teachers to get **coordinated** about the methodological and didactical strategies to be used.

**3. G) ASSESSMENT OF THE KEY COMPETENCES**

* Both in the continuous evaluation process that takes place in the different school years, as in the final assessment of the different educational stages, in order to evaluate the competences it is necessary to choose **strategies and instruments** to assess studentsaccording to their ability to solve problems simulating real contexts, mobilising their previous knowledge, skills and attitudes.
* It is necessary to establish relationships between the **learning outcomes** and the relevant competences to which they contribute, in order to assess the competence levels attained by each student.
* The assessment of the level of acquisition of the competences must be included in the evaluation of **contents**, as far as being competent means mobilising knowledge and attitudes so as to respond to the different proposed situations, making the learning process operationally effective, and applying the contents learnt from an integrated approach.
* The competences' performance levels will be measurable through indicators of achievement, such as **Rubrics** or rating scales. These indicators of achievement must include ranges addressed to the evaluation of achievements, taking into account the principle of attention to diversity.
* Teachers must use a variety of assessment procedures and include strategies that enable students to participate in the evaluation of achievements, such as self-evaluation, peer evaluation or co evaluation. In any case, the different usable **assessment procedures**, such as systematic observation of the students' work, oral and written tests, the portfolio, the registration protocols, or the class works, will promote the integration of all the competences in a coherent evaluation frame.
* The end-of-stage **external assessments** will bear in mind, both in the design and in the evaluation, the assessable learning outcomes of the curriculum.

**. A) SPECIFIC CONTENTS, EVALUATION CRITERIA AND LEARNING OUTCOMES FOR 5th YEAR PRIMARY[[1]](#footnote-1)**

|  |  |  |
| --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** |
| **BLOCK 1:****UNDERSTANDING ORAL TEXTS** | **UNDERSTANDING ORAL TEXTS** | **UNDERSTANDING ORAL TEXTS** |
| **Learning strategies in oral texts:**- Activating previous knowledge, identifying clues and inference, testing and reformulation of hypotheses.**Sociocultural and sociolinguistic aspects:** social conventions, norms of courtesy and register; customs, values, beliefs and attitudes; nonverbal language.**Communicative functions:**- Greetings and introductions, apologising, thanking, invitations. - Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans.- Descriptions of people, activities, places, objects, habits, plans.- Narration of past and recent events.- Asking for and offering help, information, instructions, objects, opinions, permission. - Establishing and maintaining communication. **Syntactical structures[[2]](#footnote-2)****High frequency oral vocabulary (reception)[[3]](#footnote-3)****Sound, stress, rhythm and intonation patterns.** | - Know and apply the most appropriate basic strategies in order to understand the general sense, the essential information or the main points of the text.- Identify basic, specific and important cultural and social linguistic elements related to everyday life (habits, schedules, activities, celebrations), living conditions (housing, surrounding environment), interpersonal relationships (family, friendships, classmates), behaviour (familiar gestures, use of voice, physical contact) and social conventions (rules of courtesy), and apply the knowledge gained to a proper understanding of the text.- Identify the general meaning, the essential information and the main points in short, simple oral texts using standard language, with simple structures and high frequency vocabulary, which is clearly and slowly expressed and transmitted either orally or through the use of technical resources. The oral texts are about everyday and specific topics related to their own experiences, needs and interests, both public and educational, in which the acoustic conditions are good and there is no distortion of the message, repeated listening available and being able to ask for confirmation, and having visual support or with clear contextual information. - Distinguish the main communicative function of the text (e.g. a request for information for information, an order, or an offer), as well as basic discursive patterns (e.g. starting and closing a conversation or the points of a schematic narrative).- Recognize the most common meanings associated with the basic syntactic structures typical of oral communication (e.g. interrogative structure to ask for information).- Recognise a limited selection of high frequency oral vocabulary related to everyday situations and specific topics to do with their experiences, needs and interests, and use contextual clues and information in the text to get an idea of the probable meanings of unknown words and expressions.- Discriminate between basic sound, stress, rhythm and intonation patterns and recognize the general meanings and communicative intentions related to them. | 1. Understands the general meaning and some specific details of simple advertisements about products that interest them (games, computers, music, clothes etc.). 2. Understands messages and public announcements containing instructions, directions or other information (e.g., numbers, prices, timetables, in a sports centre or a department store).3. Understands what is said in simple everyday situations (daily routines, instructions, directions, requests, feedback on classroom activities, etc.)4. Understands informative oral texts and is able to extract global information and some specific data.5. Identifies the topic of a simple and predictable conversation about familiar topics that takes place in their presence in a real public or imagined space. 6. Distinguishes changes in topic and infers the general meaning of television programs or other audiovisual material in which they are interested (e.g. where young or well-known people are interviewed about familiar topics (e.g. their favourite clothes, sports or music, etc.). |

* **Unit Review and self-assessment**

**.** **EVALUATION**

 The assessment of the students' learning process will be continuous and global, and will bear in mind the student's progress in all areas.

**6.A) EVALUATION CRITERIA AND LEARNING OUTCOMES**

 The **Evaluation criteria** are specific references used to assess the students' learning process. They describe whatever it is that must be valued and that students must achieve, both in terms of knowledge and in competences; they respond to what is aimed to achieve in each area.

These criteria, for the whole stage of Primary Education, are clearly detailed in paragraph 4 of this document.

These evaluation criteria are specified through the **Learning outcomes**, which allow defining the learning results, and specifying the knowledge students must achieve in each case.

**6.B) EVALUATION RESOURCES**

Evaluation in *Tiger Tales* is developed appropriately at each stage of the course. The evaluation material is designed to check achievements in teaching and learning, identify pupils’ needs and provide the opportunity for self-assessment.

**Informal evaluation**

* Teacher’s evaluation of the unit
* *Progress Journal* activities.
* *Unit Review* sections at the end of every unit in the Activity Book

**Formal evaluation**

* Key Competence Diagnostic Test,
* Standard-, Low- and High-level Unit Tests,
* Standard-, Low- and High-level Term Tests,
* Standard-, Low- and High-level End-of-year Test.
* Test builder component which allows teachers to construct their own tests

**Self-evaluation**

* Self-assessment activity of the *Unit reviews* at the end of every unit in the Activity Book.
* In the *Progress Journal* pupils have an opportunity to self assess their learning of key vocabulary in the unit.

**Rubrics**

* *Tiger Skills Trainer* Rubrics
* *Macmillan Rubrics Generator*

**6.C) TYPES OF EVALUATION**

* **Initial evaluation (Diagnostic):** Al the beginning of each course of Primary Education, teachers will carry out an initial evaluation of students, which will allow them to take the right decisions and relevant measures related to reinforcement.
* **Continuous evaluation (Formative):** Continuous evaluation will have a formative character. Its aim will be to assess the teachers and to help students in the teaching and learning processes, as well as to adopt the relevant decisions to help them overcome any possible difficulties.
* **Final evaluation (Accumulative):** At the end of each school year, teachers will carry out the final assessment of the students' results. This assessment of the academic results will be recorded in the evaluation documents including the relevant marks, both positive and negative.
* **Individual assessment of the Third year of Primary Education:** The schools will do an **individual assessment** to all the students at the end of the **third year** of Primary Education, checking their mastery of the skills and abilities in oral and written expression and comprehension, calculation and problem solving, related to the level of acquisition of both linguistic communicative competence and mathematical competence.
* **Final Assessment of Primary Education:** At the end of the **sixth year** of Primary Education, students will do an **end-of-stage individual assessment**, where teachers will check the level of acquisition of the competence in linguistic communication, and of the competence in mathematics, science and technology, as well as the achievement of the objectives of the stage.

**6.D) QUALIFICATION AND PROMOTION CRITERIA**

*The teacher/department will assess the level of consecution of the intended objectives applying the methodology, bearing in mind the acquisition of the key competences, the evaluation criteria and using the different resources of evaluation.*

*The qualification will be established by analysing the learning process and the progress in the activities and tasks done by the students. For that purpose, the teacher/department will take into account and will qualify the aspects below in the following way:*

|  |  |  |
| --- | --- | --- |
| **Evaluation Resources** | **%** | **Observations** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
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*According to Royal Decree 126/2014 of 28 February, the students will pass to the following course or stage as far as it is considered that they have achieved the objectives of the course or stage, and that they have reached the level of acquisition of the corresponding competences. Otherwise, they will be allowed to repeat a school year only once throughout the stage, with a specific reinforcement plan.*

*For that purpose, teachers will bear in mind the following Promotion Criteria:*

|  |  |
| --- | --- |
| **Promotion Criteria** | **Observations** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**6.E) REINFORCEMENT AND EXTENSION PROGRAMMES (MIXED-ABILITY ACTIVITIES)**

* At this stage, particular emphasis will be placed on paying **attention to students' diversity**, on a personalised attention, on the prevention of learning difficulties, and on putting in practice reinforcement mechanisms as soon as these difficulties are detected.
* In order to promote **reading habits,** time will be allowed for this purpose every day.
* Special attention will be paid, during this stage, to the students' personalized attention, to the development of **early diagnosis** and to the establishment of **reinforcement mechanisms** so as to achieve school success.
* Tutorial action will focus on the orientation of both the individual and the global students' educational process. The tutor teacher will coordinate the **educational intervention** of the whole group of teachers, according to what is established by the corresponding education administration, and he/she will also keep a constant relationship with the family, so as to facilitate the exercise of rights recognized in article 4.1.d) and g) of the Organic Law 8/1985, of 3 July, that regulates the right to education.
* The **reinforcement mechanisms** that must be put into practice as soon as learning difficulties are detected, may be both organizational and curricular. Among these measures can be considered the support in the ordinary group, flexible groupings or curricular adaptations.

**Specific reinforcement and extension activities in the *Tiger Project*.**

*Tiger* takes account of the fact that pupils have different **learning styles** and provides the opportunity for each pupil to develop and fulfil their potential according to their individual strengths, aptitudes and preferences.

The *Tiger* Activity Book of the higher levels offers two options:

- Option A (**Reinforcement**)

- Option B (**Extension**)

**Grading activities for mixed ability**: In any class of children there are likely to be differences in ability. The Teacher's Book provides suggestions and generic ideas for grading listening, reading and writing activities, which feature regularly within the Pupil’s Book and Activity Book, to help overcome this challenge.

**Agreement for improving the educational attainment).**

*(To complete by the teacher)*

**6.F) ASSESSMENT OF THE TEACHING-LEARNING PROCESS**

*(The teacher/department will describe and detail here the agreed criteria in order to assess and modify, if necessary, the teaching-learning process)*

|  |  |
| --- | --- |
| **Criteria** | **Description** |
|  |  |
|  |  |
|  |  |

**7.** **MEASURES DESIGNED TO CATER FOR STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS**

Measures will be applied, as indicated in chapter II of title I of the Law 2/2006, of the 3rd of May, in articles 71 to 79 bis, to those students who require a different educational attention. Teachers will apply the most appropriate measures so that the assessment conditions are adapted to those students with special educational support needs.

*(The teacher/department will detail here the criteria and specific procedures used to cater for this type of students.)*

|  |  |
| --- | --- |
| **Criteria** | **Procedure** |
|  |  |
|  |  |
|  |  |

**8.** **READING PROMOTION**

Reading is not only a basic tool for the development of children's personality, but it's also a way to socialize as an essential element to live in democracy and get involved in the information society. For that purpose it's necessary for students to acquire certain abilities which allow them to:

* Understand simple literary works adapted to the students’ age and interests (narrative and poetic texts).
* Get introduced to the use of the school library
* Take part in dramatisations, memorisation, poem recitation, singing songs, telling stories, etc.

MacMillan offers a wide range of English readers adapted to the age of the children. For further information, please see the ***Macmillan Children's Readers* site**:<http://www.macmillanelt.es/choose-your-course/catalogue/primary/serie/macmillan-childrens-readers/mm/showSerie/>

**9.** **CROSS-CURRICULAR CONTENTS (CLIL)**

**CLIL** stands for *Content and Language Integrated Learning*. One of the objectives of *Tiger* is to relate the English learning process to other Primary areas.

But in order to work in English about a topic from another teaching area, it is important to offer the right context to help students learn and understand it.

CLIL allows children to learn interesting **content from other areas** of the curriculum, such as Science. Lesson 8 of every unit in *Tiger Tracks 5* is a CLIL lesson, as indicated in the table below:

|  |  |
| --- | --- |
| **Unit**  | **TIGER 5** |
| 1 | Social Science: How often to you use electronic gadgets? |
| 2 | Natural Science: Exercise is healthy and cool |
| 3 | Natural Science: Endangered animals |
| 4 | Music: American music |
| 5 | History: Life in a medieval castle |
| 6 | Natural Science: Eating a rainbow (nutrients in fruit and vegetables) |
| 7 | Art: Looking at art |

**10.** **CROSS-CUTTING ELEMENTS (ATTITUDES AND VALUES)**

The Royal Decree 126/2014, of 28th February, establishes that:

* Civic and Constitutional education will be worked in all the areas.
* Education will promote equal opportunities and non-discrimination for disability.
* Education will promote the development of values that foster effective equality between men and women and the prevention of gender-based violence.
* Education will promote the development and the peaceful settlement of conflicts in all areas of personal, familiar and social life, and the prevention of terrorism and any kind of violence.
* Education will promote the prevention of gender-based violence, terrorist violence or any kind of violence, racism, or xenophobia.
* Education will avoid sexist stereotypes which lead to discrimination.
* Education will promote elements related to the sustainable development and protection of the environment, awareness of the risk of exploitation and sexual abuse, awareness of the dangers of using information and communication technologies, as well as the need of emergency safety behaviours and disaster prevention.
* Education will promote the development and consolidation of entrepreneurship.
* Measures will be taken to increase physical activity and a healthy and balanced diet amongst children.
* Road safety education will be promoted.

**ATTITUDES AND VALUES**

*Tiger* includes sections called *Tiger Values* / *Tiger Street Club Values* / *Tiger Track Values* which highlight values and attitudes relevant to the story of the unit.

* Politeness in the foreign language.
* Effort with new vocabulary and structures.
* Interest and respect in the classmates’ opinions, mother tongue, accent, origin, etc. Good companionship in class
* Overcome mental blocking when meeting new people in the target language
* Attentive-assertive listening
* Use of target language in class

**CROSS-CUTTING ELEMENTS IN TIGER**

*Tiger* integrates cross-cutting elements into the learning process. Thus in one way or another, either in the topic of the unit or the specific tasks, all units deal with the themes of moral and civic education, environmental education, education for tolerance, education for sexual equality, health education, consumer education and education for leisure, as detailed in the examples below:

* Ex. Tiger Tracks 5. Unit 1. Talk about the importance of following your interests at home and at school.
* Ex. Tiger Tracks 5. Unit 2. Talk about the importance to help other people
* Ex. Tiger Tracks 5. Unit 3. Talk about the importance to be kind to animals.
* Ex. Tiger Tracks 5. Unit 4. Consciousness about the importance of luck.
* Ex. Tiger Tracks 5. Unit 5. Talk about the importance to try to do things that are difficult.
* Ex. Tiger Tracks 5. Unit 6. Talk about the importance to keep safe from wild animals.
* Ex. Tiger Tracks 5. Unit 7. The importance of being kind to your friends if they’re fed up or miserable.

**11.** **USE OF INFORMATION AND COMMUNICATION TECHNOLOGY**

The widespread inclusion of Information and Communication technologies (ICT) in the Education System, will bear in mind the principles of universal accessibility and a customized design, which will enable a personalised education adapted to each student's needs and pace.

Information and Communication technologies will become a key element in order to produce the methodological changes that will help us achieve the goal of improving the educational quality. In spite of that, students must always show a responsible attitude and do a controlled use of these new technologies throughout the whole educational system.

Students, as people of the 21st century, mustn't be apart from the knowledge of these new technologies; consequently, they will also learn how to use, in a responsible way, the possibilities that Information and Communication technologies offer them for the acquisition of skills in the area of Foreign Language.

**USE OF INFORMATION AND COMMUNICATION TECHNOLOGY**

***Tiger Tracks 5 Digital Course***

One of the very exciting features of *Tiger Tracks 5* is that it has a fully integrated and enhanced digital course. This is ideal for use on interactive whiteboards and projector-computer combinations. There is also an offline solution available. The *Tiger Digital Course* promotes heads-up learning via a range of practical tools and contents especially designed for real teaching situations. These enhanced features include:

• A fully digitalised, interactive Pupil’s Book and Activity Book, optimized for interactive whiteboard use.

• A Vocabulary App which enables teachers to present, review and practise vocabulary in a memorable and meaningful way.

• A Storyteller which gives teachers flexibility to present and tell the stories, and also provides post-story practice.

• The Interactive Grammar Tables enable the teacher to digitally present the grammar tables from the Pupil’s Book and systematically focus on the aspects of grammar being studied. Interactive activities allow the pupils to practice these structures.

• Dialogues from the Everyday chit-chat come to life through integrated, enhanced videos.

• Integrated songs can be played or downloaded. Pupils can sing along with the lyrics and then do a follow-up activity.

• An integrated Markbook allows pupils’ progress to be consulted and monitored, both by the pupils themselves, and by the teacher. The teacher’s version of the Markbook is comprehensive; with full information on pupils’ results and increased class administration functionality.

• Access to materials for teachers including photocopiable worksheets and Test Builder.

* **Using the enhanced features of Tiger Tracks Digital Course**

The *Tiger Tracks Digital Course* is intuitive and very easy to use.

Three new tools that give teachers greater flexibility in this enhanced digital course are the Vocabulary App, Storyteller and Interactive Grammar Tables.

* **Using the Vocabulary App**

The *Vocabulary App* is an easy to use tool which has three basic modes: flashcard presentation, *picture dictionary* for review and activities to allow pupils to practise.

Flashcards presentation

• The teacher can show the digital flashcards at any point when the Teacher’s Book calls for the teacher to use the flashcards for presentation or revision. When the teacher is presenting the vocabulary items he or she can show the images one by one as a slideshow. There are also other options the teacher can choose: spotlight, distort and flash for revision purposes, which enable the teacher to review the vocabulary in a motivating way at the end of the lesson or at the beginning of the next lesson.

*Picture dictionary for review*

• The *picture dictionary* is a useful resource for consolidation. The teacher can choose to display a lexical set with all the images and information (audio, written word etc.). There is a version of the *picture dictionary* available in the Pupil’s Online Material, to enable pupils revise and test themselves.

Vocabulary activities

• A find the pairs (Pelmanism) activity and an activity in which words are matched to their definitions, allow the teacher to

practise the lexical items with the pupils in class in a fun and motivating way. These activities are also available in the Pupil’s

Online Materials, so that pupils can play these at home and share their learning with their parents..

* **Using the *Storyteller***

The Storyteller gives the teacher increased flexibility when telling the story in Lesson 3. As with the Vocabulary App, the Storyteller has three easy-to-use modes:

Introduce the story

This pre-story mode allows teachers to present a global overview of the story by projecting digital story cards. In the first instance, we suggest that the teacher projects all the digital story cards together on the screen, thereby allowing the pupils to see the whole story in context. This mode also enables the teacher to select and project individual digital story cards.

Tell the story

This storytelling mode allows the teacher to tell the story to the pupils. The options of audio and text can be switched on or off, depending on how the teacher wants to tell the story. If the teacher wants to tell the story him/herself, he or she can of course do so by projecting the story frames in the same way as he or she would hold up traditional story cards. A version of the Storyteller is also available in the Pupil’s Online Materials, so that pupils can enjoy the stories at home.

Review the story

The post-story mode allows the teacher to review the story with the pupils and check understanding. There is a sequencing activity for the pupils to complete in class, which is also available in the Pupil’s Online Materials.

* **Using the Interactive Grammar Tables**

The Interactive Grammar Tables and practice material enable the teacher to present the grammar tables from the Pupil’s Book and systematically focus on the aspects of grammar being studied: affirmative, negative, questions forms and short answers. The presentation stage is followed by a practice stage. There are two interactive practice activities.

The first activity contains language from the unit in the form of an ordering activity or a drag and drop gap fill. The second activity contains language from the unit, but also with some extension. This is in the form of a multiple choice where pupils have to choose the correct form.

**12.** **TEACHING AND ORGANISATIONAL RESOURCES**

|  |
| --- |
|  |
| **School** |
|  |
| **Address** |
|  |
| **Town/city Province Post code** |

**FOREIGN LANGUAGE DEPARTMENT**

|  |
| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**STUDENT’S DISTRIBUTION**

|  |  |  |
| --- | --- | --- |
| **Year** | **Number of students** | **Number of groups** |
| Primary 5th year |  |  |

**DIFFERENT GROUPS’ NEEDS**

|  |
| --- |
| **Group A** |
| **Group B** |
| **Group C**  |

**SPECIFIC INDIVIDUAL NEEDS**

|  |
| --- |
| **Group A**  |
| Student  |
| Student  |
| Student  |
| **Group B** |
| Student  |
| Student  |
| Student  |

|  |
| --- |
| **Group C** |
| Student  |
| Student  |
| Student  |

**ORGANISATION OF RESOURCES**

|  |
| --- |
| **Resources available in the school** *(delete as appropriate)* |
| Video and TV |
| CD/ Cassette player  |
| Video camera |
| Computers |
| IW (Interactive Whiteboards) |
| Notes: |
|  |

**Rooms / spaces available in the school** *(delete as appropriate)*

|  |
| --- |
| Foreign Language rooms |
| Language Laboratory |
| Computer room |
| Playground |
| Gymnasium |
| Theatre |
| Library |
| Notes: |
|  |

**Organization within the classroom** *(delete as appropriate)*

|  |
| --- |
| Arrangement of desks in rows |
| Arrangement of desks in groups |
| Arrangement of desks in a “U” shape |
| Specific corners: class library, cross-curricular topics, games, handiwork, computer, etc. |
| Other: |
|  |

**CLASS TIMETABLES**

**Teacher:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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**Teacher:**

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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**13.** **SUPPLEMENTARY ACTIVITIES**

The supplementary activities are those activities organised by the school during the school timetable, according to their curricular project, and that differ from the actual teaching activities, in terms of time, place or the resources used.

*(The teacher/department will detail here the supplementary activities organized by the department)*

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Activity** | **Date** | **Teachers** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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**Key competences for lifelong learning**

Key competences in the shape of knowledge, skills and attitudes appropriate to each context are fundamental for each individual in a knowledge-based society. They provide added value for the labour market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation. Because they should be acquired by everyone, this recommendation proposes a reference tool for European Union (EU) countries to ensure that these key competences are fully integrated into their strategies and infrastructures, particularly in the context of lifelong learning.

**ACT**

**Recommendation [2006/962/EC](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32006H0962:EN:NOT" \o "2006/962/EC" \t "_blank) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].**

**SUMMARY**

Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

Key competences are essential in a knowledge society and guarantee more flexibility in the labour force, allowing it to adapt more quickly to constant changes in an increasingly interconnected world. They are also a major factor in innovation, productivity and competitiveness, and they contribute to the motivation and satisfaction of workers and the quality of work.

Key competences should be acquired by:

* young people at the end of their compulsory education and training, equipping them for adult life, particularly for working life, whilst forming a basis for further learning;
* adults throughout their lives, through a process of developing and updating skills.

The acquisition of key competences fits in with the principles of equality and access for all. This reference framework also applies in particular to disadvantaged groups whose educational potential requires support. Examples of such groups include people with low basic skills, early school leavers, the long-term unemployed, people with disabilities, migrants, etc.

**Eight key competences**

This framework defines eight key competences and describes the essential knowledge, skills and attitudes related to each of these. These key competences are:

* **communication in the mother tongue**, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;
* **communication in foreign languages**, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;
* **mathematical competence and basic competences in science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;
* **digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
* **learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
* **social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;
* **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;
* **cultural awareness and expression**, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

**A European reference framework for European Union (EU) countries and the Commission**

These key competences provide a reference framework to support national and European efforts to achieve the objectives they define. This framework is mainly intended for policy makers, education and training providers, employers and learners.

It is a reference tool for EU countries and their education and training policies. EU countries should try to ensure:

* that initial education and training offer all young people the means to develop the key competences to a level that equips them for adult and working life, thus also providing a basis for future learning;
* that appropriate provision is made for young people who are disadvantaged in their training so that they can fulfil their educational potential;
* that adults can develop and update key competences throughout their lives, particularly priority target groups such as persons who need to update their competences;
* that appropriate infrastructure is in place for continuing education and training of adults, that there are measures to ensure access to education and training and the labour market and that there is support for learners depending on their specific needs and competences;
* the coherence of adult education and training provision through close links between the policies concerned.

It forms the basis for action at Community level, particularly within the [Education and Training 2010](http://europa.eu/legislation_summaries/education_training_youth/general_framework/c11086_en.htm) work programme and, more generally, within the Community education and training programmes. In this respect, the Commission should make a special effort to:

* help EU countries to develop their education and training systems, apply the reference framework so as to facilitate peer learning and the exchange of good practices and follow up developments and report on progress through the progress reports on the Education and Training 2010 work programme;
* use the reference framework for the implementation of the Community education and training programmes whilst ensuring that these programmes promote the acquisition of key competences;
* use the reference framework to implement related Community policies (employment, youth, cultural and social policies) and to strengthen links with social partners and other organisations active in those fields;
* assess, by December 2010, the impact of the reference framework within the context of the Education and Training 2010 work programme as well as the experience gained and the implications for the future.

**Background**

The transversal nature of key competences makes them essential. They provide added value for employment, social cohesion or young people ([European Youth Pact](http://europa.eu/legislation_summaries/education_training_youth/youth/c11081_en.htm)), which explains the importance of lifelong learning in terms of adapting to change and integration. The [reference criteria](http://europa.eu/legislation_summaries/education_training_youth/general_framework/c11064_en.htm), which make it possible to judge improvements in European performances, featured in a 2005 report with contrasting results.

In response to the concerns expressed at the Lisbon European Council on 23 and 24 March 2000, which were repeated in the [revised Lisbon strategy](http://europa.eu/legislation_summaries/employment_and_social_policy/community_employment_policies/c11325_en.htm) in 2005, the key competences form part of the objectives of the Education and Training 2010 work programme, the Commission communication of 2001 on making a [European area of lifelong learning](http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11054_en.htm) a reality and the subsequent Council resolution adopted in 2002. These last two put forward specific proposals on making key competences a priority for all age groups. For its part, the [2004 joint interim report](http://europa.eu/legislation_summaries/education_training_youth/general_framework/c11071_en.htm) on the progress of the Education and Training 2010 work programme made the case for drawing up common European references and principles.

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1. The "**Syllabus "** for this title includes specific examples of Contents, Evaluation Criteria and Learning Outcomes for each unit. [↑](#footnote-ref-1)
2. See list of syntactical structures in paragraph 4.B) [↑](#footnote-ref-2)
3. See list of high frequency vocabulary in paragraph 4.B) [↑](#footnote-ref-3)