

Bilingual Immersion in Pre-Primary Education

1. INTRODUCTION

Learning a foreign language is considered to be an enriching element of Pre-Primary Education.

The capacity of little children to learn languages is recognised and accepted by most specialists, to which is added the possibility of integrating the teaching of English within the methodology of Pre-Primary Education in general.

Children who have this contact with a foreign language in Pre-primary education will develop, with a minimum of effort, a set of attitudes and abilities (especially with regard to listening comprehension and pronunciation) that will help them throughout these years of study.

Last year we started the Bilingual Immersion project in relation with the first area, Self-knowledge. Results, in general, were satisfied so this year we have decided to improve this first area and introduce the second one: the knowledge of the environment.

2. GENERAL OBJECTIVES

- Pay attention to emotional development, movement and habits of corporal control, to manifestations of communication and language, to elementary guidelines with regard to coexistence and social relations, as well as the discovery of the physical and social characteristics of the environment.
- Get to know their own bodies and those of others, their possibilities of action and learn to respect differences.
- Observe and explore their family, natural and social environment.
- Gradually acquire autonomy in their everyday activities.
- Develop their emotional capacities.
- Relate to others and gradually acquire elementary guidelines of coexistence and social relations, as well as how to behave in the peaceful resolution of conflicts.
- Develop communicative skills in different languages and forms of expression.

3. SPECIFIC OBJECTIVES OF EACH AREA

Self-knowledge and personal autonomy

This area of knowledge and experiences refers to the gradual construction of one's own identity, to the establishment of sentimental relation with others and to personal autonomy as inseparable and necessarily complementary processes.

The contents are divided into four blocks: body and image, game and movement, activity and everyday life, and personal care and health.

To contribute to develop these ideas, it is important to encourage games and activities which integrate action with emotions and thought, and favours social development.

Objectives:

1. Getting to know and representing one's body, its elements and some of its functions, discovering the possibilities of action and expression and coordinating and controlling with increasing precision gestures and movements.
2. Identifying one's own feelings, emotions, needs or preferences, and being able to name them, express them and communicate them to others, identifying and respecting, also, those of others.
3. Performing, with increasing independence, habitual activities and simple tasks to resolve problems of everyday life, increasing one's feeling of self-confidence and degree of initiative, and developing strategies to satisfy basic needs.
4. Advancing in the acquisition of habits and attitudes related with safety, hygiene and optimum health.

Knowledge of the environment

The key idea is to foster the process of discovering and representing the different contexts which make up the pre-primary environment.

The contents are divided into three block: the physical environment: elements, relationships and measurement; the approach to nature and culture, and life in society.

These tasks will be introduced via stories, videos and other materials and activities.

Objectives:

1. Observe and explore their family, social and natural, for planning their action based on the information received or perceived.

2. Interacting with classmates and the adults gradually, internalizing social behavior patterns.
3. Knowing different social groups, some of their characteristics, cultural output, values and ways of life, generating attitudes of confidence, respect and appreciation.
4. Starting to develop mathematical skills, functionally manipulating elements and collections, identifying their attributes and qualities and establishing relations of grouping, classification, order and quantification.
5. Knowing and appreciating the basic components of the natural environment and some of its relations, changes and transformations, developing attitudes of care, respect and responsibility in its conservation.
6. Meeting some animals and plant, their characteristics, habitat and the benefits to human health and the environment.
7. Meeting at festivals, traditions and customs of their community enjoying and appreciating them as cultural events.

4. GENERAL CONTENTS

Self-knowledge

• The body, self-image and the other.

- Global image of the human body.
- The body schema and sexual identity. Its graphical representation.
- Segments and elements of the body.
- Internal and external parts of the body.
- Physical changes experienced by the body: height, physical features, size, strength...
- Differential characteristics of the body relative to the other.
- The senses: their use and function.
- Regulation of sleep-wake rhythms, activity and rest.
- Feelings and emotions themselves and others and their body language.
- Exploring the global and segmental characteristics of the body.
- Identification and progressive acceptance characteristics.

- Perception of the physical changes themselves and others, relating to the passage of time.

- Identification of the different stages of life.

- Identification, expression, regulation and control of basic bodily needs regular and occasional situations.

• **Games and movement**

- Possibilities and motor limitations of the body and its segments.

- The body in motion. The conquest of space.

- Combined movements.

- Fine Motor Skills..

- Dynamic and static control of the body and of objects.

- Appropriate postures.

- Symbolic play and regulated game.

- The development of the game starting as a means to understanding reality.

- Discovery and development of the possibilities to move your body in everyday situations and activities.

- Exploring the possibilities and limitations of perceptual, motor and expressive themselves and others.

- Progressive tone control, balance and breathing.

- Status and displacements in real space.

- Personal effort in games and physical exercise.

- Understanding and acceptance of the rules of the games.

- Playing with the body postures.

- Attitude of support and collaboration with the other children.

• **The activity, autonomy and everyday life**

- The various daily activities: gambling, domestic routines compliance, collaboration and requirements.

- Development of attitudes of patience and waiting.

- Basics of temporal orientation, temporal sequences and routines in classroom activities.

- Agreements and rules for coexistence.

- Planning sequenced actions to resolve situations or everyday entertaining.

- Coordination and collaboration with others, offering and asking for their help in various stages of activity.

- Perceptions and behavior patterns of the basic rules of the various contexts with which it interacts.

- **Personal care and health**

- Healthy Habits: hygiene, feeding and resting.

- Actions that promote health and well-being of themselves and generate others.

- Personal security.

- Cleaning of the various parts of the body using space and materials properly.

- Application of hygiene habits.

- Collaboration in the maintenance of order and cleanliness of the environment where they operate daily activities.

- Participation in the activities related to food or rest.

- Appropriate use of the tools necessary to eat.

- Joining the healthy routine daily activities: sleep, exercise, rest, meals and you.

Knowledge of the environment (the physical, natural, social and cultural environment)

- **Physical environment, objects, relationships and measurement**

- Objects present in the natural and social environment: stone, products, some tools...

- Everyday objects related to grooming, clothing and food.

- Actions on objects: move, transform, heat, cool...

- Cause-effect relations of actions.

- Normal technological objects used in daily activities: computer, music player, TV, DVD, video, whiteboard, camera...

- Some rare items.

- Object properties: color, shape, size, thickness, texture, similarities, differences, sound, taste, plasticity, hardness...

- Exploration of objects: perception, manipulation and experimentation.

- Identification of the sensations produced by the object activity...

- Discrimination of shapes, sizes, quantities, spatial situations, colours...

- Comparison and grouping objects, based on different attributes.
- Approach to the quantification of collections.
- Sorting objects according to the degree of possession of a certain quality.
- Estimated duration intuitive certain routines of daily life in relation to the measurement of time.
- Relationships between objects and collections.
- Quantifiers: all, all, many, few, more-unless, no-multiple, full-empty, same as...
- The series of numbers: the first 10 numbers.
- The cardinal and ordinal numbers.
- Basics of measure: large-medium-small, long-short, high-low and heavy-light.
- Units of measure and arbitrary nature: hand, foot, step, tablets and some objects.
- Temporary measures: long time-a little while, now, then, before, after, fast-slow, day and week, periodicity, frequency, cycle, interval...
- Shapes: circle, square, triangle, rectangle, rhombus and oval.
- Basics of orientation and position in space: up-down, above-below, in-out, front-back, near-far, next-separate left-right...
- Using Counting and estimation strategy and use of cardinal numbers related to manageable amounts.
- Verbalization the criterion of belonging or not belonging to a collection.
- Using the serial number to count elements.
- Enumeration verbal ordinal.
- Solving everyday problems involving add, remove, distribute, perform and locate a data estimates.
- Recognition of some coins and initiation in its use.
- Performance oriented movements.
- Appropriate use of spatial concepts.
- Measurements with different units of length, capacity and time.
- The clock.
- **Approach to nature**
 - Elements of nature: water, earth, air and light.
 - General characteristics of living things/beings/creatures.
 - Different types of living things: similarities and differences.
 - Inert matter: sun, rocks, clouds, rivers...

- The Universe. The solar system. The Sun and the planets. The rotation of the planets around the sun moon cycles.

- The Earth and the Moon. Space travel.

- Animals and plants in the environment.

-Terms and expressions of the natural environment: carnivore, herbivore, oviparous, viviparous.

- Changes that occur in animals and plants in the course of its development.

- Animals and plants in different media

- The landscape and the physical environment.

- Stations.

- Some elements of geographical relief.

- Natural atmospheric phenomena: rain, wind...

- Man-made products from raw materials from animals and plants.

- Direct and systematic observation of the elements of the natural environment.

- Observation of the characteristics and habits of some animals and plants in their environment.

- Care of animals and plants in the classroom.

- Classification of animals according to their characteristics: beak, feathers, hair...

- Classification of animals: domestic / wild.

- Classification of animals according to the environment in which they live.

- Observation of changes in plant development: growth....

- Contribution to the conservation and maintenance of a clean, healthy and uncontaminated.

- Recycling of products

- Taste and enjoyment activities in contact with nature.

• Cultural and social life

- The school: how it is, its dependencies, use and functions.

- Individual members: their roles and occupations.

- Class: distribution and use of spaces, objects and furniture.

- The house: different types of house.

- Our home: how it is, where is.

- Objects, outbuildings and house furniture: its use and function.

- Daily housework and events: tasks, birthdays...

- The family: its members, family relationships, roles and occupations.
- Different types of family structure.
- Environment of the child: the street, the neighborhood, the neighborhood.
- Elements that form the urban environment and its characteristics.
- Different environments: rural landscape and cityscape.
- Human activity in the middle: functions, most common tasks and functions.
- Presence in the present life of the new technologies: computer, Internet, email, mobile phone, radio, digital media, TV...
- Introduction to the History. Prehistory. Prehistoric man: everyday life, housing, work, animals and rites.
- Events and important people in the history of their community, their country and the world.
- People of the world. People ice, desert and jungle. Physical features, houses, food, clothing, customs...
- Different modes of transport.
- Elementary rules of road safety.
- Some media: television, radio, newspaper and telephone.
- Places for fun and learning: theater, circus, museum ... Your chances.
- Traditions, folklore and customs of his village.
- Social forms of time: weekdays, weekdays and holidays, yesterday, today, tomorrow, the seasons...
- Use contextualized basic rules of coexistence.
- Autonomous and responsible participation in the various tasks of daily life both family and school.
- Knowledge of the different types of transport and characteristics.
- Knowledge of and respect for the basic rules of road safety.
- Perception of social forms of time.
- Approach to the customs and folklore features of their locality.
- Recognition of some cultural identity and foreign environment
- Desire to participate in social and cultural activities.

4.1. SPECIFIC CONTENTS FOR EACH COURSE

- **Self-knowledge**

	TRANSVERSAL	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
3 YEARS	-Daily routines -English songs -Stories	-Names and greetings -Body: head and hands. Feet. -Movements -Personal hygiene -Happiness/sadness -Time: day and night -Feeding -Colours and numbers -Autumn and Winter: clothes -Family members -School and street -Christmas time	*First trimester contents -Body: face and face's parts -Time: night -Universe: sun, moon, stars -Hot vs. cold -Solid and liquid foods -Professions: firefighter and baker -Shopping -Big vs small -Long vs. short -Spring	*First and second trimester contents -Body parts -Day and night -Activity and rest time -Summer: cloths -Summer: routines
4 YEARS	-Daily routines -English songs -Stories	-Names and greetings -Body parts. -Movements: run, walk, jump -Personal hygiene: toilet -Happiness/sadness -Crying/laughing -Clock -Colours and numbers -Autumn and Winter: clothes -Family members -School and classroom: teacher and mates -Christmas time	*First trimester contents -Time: day and night -Universe: sun, moon, stars -Hot vs. cold -Feeding -Solid and liquid foods -Sports -The street -Animals care -Spring	*First and second trimester contents -Transports -Professions -Summer: cloths -Summer: routines -Fruits -Big vs. small
5 YEARS	-Daily routines -English songs -Stories	-Names and greetings -Body parts. -Movements: run, walk, jump -Habits: hygiene, feed, sleep. -Senses -In vs. out -Colours and numbers -Autumn and Winter: clothes -Family members -School and classroom: teacher and mates -Home -Christmas time	*First trimester contents -Bones and joints -Body: double elements -Friendship -Feed -Resting time -Sports -Plants care -Spring -Big vs. small	*First and second trimester contents -Auditions: animals, transports.. -Hot vs. cold -Transports -Professions -Summer: cloths -Summer: routines -Universe -Landscape -Long vs. short

- Knowledge of the environment

	TRANSVERSAL	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
3 YEARS	-Daily routines -English songs -Stories	-Classroom: classmates and teacher -Elements of the classroom -Library -Class routines and rules -In vs. out -Big vs. small -Colours, numbers and shapes -Family -Autumn stuffs -Autumn characteristics -Home -The street: elements -Transports: bus and car/traffic light -The policeman -Christmas time	*First trimester contents -Winter -Weather: cold, rain, snow... -Winter clothes -The doctor -Toys -Universe: moon and stars -Up vs down -The carnival: the indians -Big vs. small -Spring: characteristics and changes -The park -The gardener -Universe: the sun	*First and second trimester contents -The farm -Domestic animals -The farmer -Transports: train -Quantifiers -Summer: clothes and characteristics -Communication: TV -Landscape: beach Series
4 YEARS	-Daily routines -English songs -Stories	-Classroom: classmates and teacher -Elements of the classroom -Library -Class routines and rules -In vs. out -Big vs. small -Colours, numbers and shapes -Family -Autumn stuffs -Autumn characteristics -Home and different houses -The street: elements -Transports: bike/car/taxi... -The builder -Landscape: city and village -The clock -The street and the elements -Road safety -Christmas time	*First trimester contents -Winter -Weather: cold, rain, snow.. -Winter clothes -The doctor and the oculist -Toys -Universe: moon and stars -The carnival: the pirates -Up vs. down -Sizes -Hot and cold -Shopping -The dentist and the shopper -Big vs. small -Spring: characteristics and changes -The park -The gardener -Universe: the sun	*First and second trimester contents -The plants -The museum -The gardener -Domestic and wild animals -Transports: plane, air balloon -Landscape: jungle -Summer: changes, clothes -Fruits -Communications: TV and paper -Professions: doctor/firefighter Pilot
5 YEARS	-Daily routines -English songs -Stories	-Classroom: classmates and teacher -Elements of the classroom -School: cooker and gardener -Class routines and rules -Series -In vs. out -Big vs. small -Colours, numbers and shapes -Family and housework: shared -Autumn stuffs -Autumn characteristics -Home and different houses -House elements -The street: elements -Transports: bike/car/taxi... -The policeman and sweeper -Landscape: city and village -The clock -The street and the elements -Recycling and pollution -Road safety -Christmas time	*First trimester contents -Winter -Weather: cold, rain, snow.. -Winter clothes -Hospital professions -Toys and games -Food and kitchen -Universe: moon and stars -Up vs. down -Sizes -Hot and cold -Shopping -The carnival: pharaohs -Big vs. small -Spring: characteristics and changes -Series -Left and right -Landscape: the desert	*First and second trimester Contents -The plants -Different kinds of plants -Life beings -Mass media -Quantifiers -Characteristics of the animals -Different habitats -Prehistory -Desert and Poles -Universe: Solar system, the Earth, moon, planets... -Flying transports Different landscape

5. METHODOLOGY

Class routines

One of the bases of class materials are the routines integrated in the course to develop both sociocultural competence (children learn what to expect from their class and what is expected of them) and communicative competence (children acquire a new communication tool and a series of strategies to understand and be understood). Every day children will live the same routines related to their daily experiences. One example:

- 1. Greeting in English:** Hi, Hello, Good Morning, Good evening...
- 2. Register:** Who is absent today?, What's wrong with ... today?
- 3. To be late:** Where have you been?, Did you miss your bus?, Did you oversleep? ...
- 4. Instructions / Directions:** Can I go to wee-wee?, You can go to the toilet...

Short activities

The attention span and power of concentration of children in Pre-primary Education is quite limited, a fact that was very much taken into account when it came to elaborating the sequence of activities proposed in the class material. It is advisable not to devote too much time to a particular activity and teach the classes in such a way that the activities follow on quickly one after another.

Music and video resources

The music will be one of the most important resources for learning all the concepts: body parts, greetings, numbers, colors, friends...

We will use two kinds of music:

- Traditional English songs
- Specific English songs

Sometimes, songs may be accompanied by video.

English corner

English corner will be a special space where children only can chat in English with puppets or other classmates.

Appropriate linguistic input

The way children in Pre-primary Education learn a foreign language is very similar to the process of learning their mother tongue. Children will come into contact with a simple, but natural, language, which is not limited to a few words of specific vocabulary, but which constitutes a tool with which to access the reality surrounding them.

Classroom organization

- In large group: when all children participate simultaneously in the same teaching-learning process.

- For small groups: when are divided into working groups, always taking into account the possibilities and the needs and interests.

- In pairs: are groups of two children

- Individually: Each student work independently, individually doing your own homework.

- Circle Organization: convenient for carrying out certain games, but provides visibility problems in demonstrating or run. Best semicircle option in such cases.

- Dispersed Organization: here the student has complete freedom to take the place of the track you want, which means greater possibilities of communication and interaction.

The silent period

On starting to learn, many children are in what linguists call the «silent period». During this phase they refuse to speak in English; however, they hear everything and use what they hear to structure their notions regarding the functioning of this new language. It is more important to offer them plenty of opportunities to understand how the language works than to insist on them producing certain words or sentences. To this end, we provide them with different ways of responding according to the different learning profiles of each pupil. In this way, if we ask them a question, we will give them the opportunity to show they have understood us by means of a physical response. For example, we can ask children to stand up, to raise the flashcard with the picture we have indicated or to put it in the corresponding carriage on the poster.

Imitating the way in which a first language is acquired, we will provide them with positive means of communication.

Coordination with tutors

By being taught as a tool for communication and representation tool, English becomes part of the general curriculum of this stage and embraces a whole series of concepts, procedures and attitudes which fit perfectly within Pre-primary education. For this reason, coordination with the children's tutors is essential in order to guarantee that English learning is focused in an integrated and globalised manner with the other areas of the curriculum. It is also very important that, at the beginning of the year, English teachers reach an agreement with tutors so that the themes covered in class coincide with those of other areas.

Collaboration with parents

It is also advisable to keep in close contact with parents, explaining to them what can be expected of children and the working method to be developed and giving them tracks so they can support their children in the learning process.

6. ASSESMENT CRITERIA

Although the main focus consists in motivating children more than in indicating their achievements, the control of progress is important to be able to perform an individualised monitoring of learning. In the first year of 2nd cycle of pre-primary education, as the children are beginning to learn, the evaluation is based on direct observation of their development. It is more important to encourage them to participate, rewarding them with praise and small prizes, devoting time to establishing the foundations of future language learning with confidence.

The observation is the primary assessment tool. This systematic observation should be:

- **Planned:** With objectives and criteria.
- **Systematic:** Divided over the period, contrasted.
- **Complete:** Covers all factors that influence learning.

- **Concrete:** Limits determined and registrable with objective data.

i. **Initial assessment:** It is what allows us to establish different levels of education, grouped by levels, and helps us to know where to get the teaching-learning process, in fact, is the starting point of the proposed objectives.

ii. **Progressive Evaluation:** it takes place throughout the process, provides information to the student about their education, is based on continuous feedback and emphasize explicitly defined gestures or behavior, performing objective tests, observation and skills.

iii. **Final Evaluation:** It is done at the end of the course and it is summative. Notes the level acquired end performance values and determines the effectiveness of the process.

Assessment criteria can be divided into two sections:

Class activities

- Follows class instructions
- Tries to communicate with the teacher or classmates
- Listens to and understands songs/rhymes
- Tries to participate in songs/rhymes (words, actions or both)
- Can follow the story
- Participates in games
- Completes worksheets
- Completes craftwork carefully
- Responds non-verbally to instructions
- Responds verbally to instructions
- Recognises key vocabulary from unit and begins to say it in English.

Attitude and general comments

- Demonstrates interest in learning
- Makes an effort
- Participates

- Feels secure in class
- Respects classroom routines and rules
- Develops physical motor skills
- Develops fine motor skills
- Cooperates with classmates
- Listens to classmates
- Respects rules regarding turn to speak