

Master's Dissertation/  
Trabajo Fin de Máster

# DISCOVERING FLAVOURS

A DIDACTIC PROPOSAL TO FAVOUR THE  
DEVELOPMENT OF ORAL EXPRESSION IN  
EARLY CHILDHOOD EDUCATION THROUGH  
CLIL AND PROJECT BASED LEARNING

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**Julio, 2020**

## ***Resumen***

La siguiente propuesta didáctica está dirigida al alumnado de 5 años de Educación Infantil. En ella se utilizará un enfoque CLIL y utilizando el método pedagógico de aprendizaje basado en proyectos. Uno de los objetivos principales de toda la propuesta será el desarrollo de la expresión oral de los alumnos, convirtiéndose en un elemento indispensable de su proceso de aprendizaje.

Esta propuesta estará acompañada de una revisión de la literatura sobre los aspectos más relevantes de la misma. Se trata de una forma coherente de reflexionar sobre estos aspectos educativos desde una perspectiva teórica y práctica.

## ***Abstract***

The following didactic proposal is aimed at students of 5 years of Early Childhood Education. It will use a CLIL approach and using the pedagogical method of project-based learning. One of the main objectives of the entire proposal will be the development of the oral expression of the students, becoming an indispensable element of their learning process.

This proposal will be accompanied by a review of the literature on the most relevant aspects of it. It is a coherent way of reflecting on these educational aspects from a theoretical and practical perspective.

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## **1. INTRODUCTION**

Learning a foreign language is a current need that takes place in all schools and begins at an early age. However, in many schools this teaching begins at the Primary Education stage instead of Early Childhood Education.

That is why in this document we will reflect on this topic. We will legally and pedagogically discuss the benefits of initiating children in Early Childhood Education to learn a foreign language (henceforth L2). In this case we refer to the English language, integrating it into the teaching-learning process through different moments in the daily life of the classroom. To get this, it will be essential to start doing it through oral development, with the aim of promoting communication and natural L2 learning at these ages.

Likewise, we will reflect on the advantages that CLIL offers to the development of L2 in children of this stage, as well as learning the rest of the content. To do this, we will design a teaching proposal consistent with the CLIL principles, using the project-based learning method, in which L2 will be part of the content worked as another means of communication for students that will help them develop their competence in language communication, both in L2 and in their mother tongue (henceforth L1), especially in relation to their oral skills, while discovering the world around them from the different learning areas.

## **2. LITERATURE REVIEW**

### **2.1. Benefits of learning an L2 in Early Childhood Education**

When it comes to learning, there is a shared thought that "the earlier the better" (Read, 2003). However, there is no unanimity on the most appropriate age to start learning a foreign language and even many of the studies or claims about the benefits of learning L2 early highlight the Primary Education stage as a starting point.

However, it is earlier when children learn faster due to their brain plasticity and their innate need to explore the world around them in order to learn and develop. So we should ask ourselves, why not start learning L2 during the first years? The working groups of the European Commission (ET 2020) defend in their policy handbook: Language learning at pre-primary school level: making it efficient and sustainable (2011) the importance of learning L2 from the Early Childhood stage:

Starting to learn a second/foreign language early can help shape children's overall progress while they are in a highly dynamic developmental stage in their lives. Starting early also means that learning can take place over a longer period, which may support the achievement of more permanent results in language learning and in other areas of learning. When the young brain learns languages, it tends to develop an enhanced capacity to learn languages throughout life. (p.7)

Consistent with the previous quote, early language learning favours the comprehensive development of students and also allows for longer L2 learning over time. Due to this, it is important to take advantage of the fact that most schools start their schooling from the second cycle of Early Childhood Education (stage that covers from 3 to 6 years) to initiate students in learning L2.

As a result of this early learning, children will not only reap the benefits of learning L2 at an early age, but will create a solid base for future learning. For this to work a coherence between the different educational stages will be necessary to offer continuous and progressive L2 learning to students.

To achieve this, it is first necessary to recognize that the Early Childhood stage has its own identity. This is because the students of this stage have their own general characteristics, which we must take into account. On the one hand, authors like Lightbown & Spada (2006) defend learning a language at an early age based on biological characteristics of child development:

There is a time in human development when the brain is predisposed for success in language learning. Developmental changes in the brain, affect the nature of language acquisition, and language learning that occurs after the end of the critical period may not be based on the innate biological structures believed to contribute to first language acquisition. (p.68)

Moreover, not only biological aspects influence learning a language, but the need to know the world, relate to and communicate with others influences their need to constantly learn and improve the language. Furthermore, the fact of learning their own mother tongue makes them especially interested and motivated in their linguistic development.

En la infancia existe una predisposición natural para aprender y querer aprender una lengua. Esta predisposición, muchas veces inconsciente, y siempre ligada a necesidades físicas y emocionales, es decir, al mundo afectivo y relacional del niño o de la niña, quien utiliza ya sus primeros balbuceos para demandar afecto, expresar malestar, pedir

comida, solicitar participación en el juego, etc. Es decir, desde el principio el lenguaje le sirve al bebé como instrumento privilegiado para expresar emociones, deseos y necesidades, explorar el mundo que le rodea, interaccionar con sus semejantes, resolver problemas o conflictos, etc. (Rodríguez, 2003, p. 27)

## **2.2. Orality in L2 as an initial process**

When a child learns their native language, they first begin to develop oral language, that is, their ability to understand and express through spoken language. This is obvious, since oral language is the most widely used in our lives and from birth, children listen to the spoken language of the people around them, which helps them in their own linguistic and social development.

La adquisición de la lengua materna que el niño alcanza a los tres años se debe a que ha utilizado sonidos y combinaciones de palabras en interacción con los miembros de su comunidad lingüística para comunicarse, y a que el adulto, desde sus primeros intentos por establecer un intercambio comunicativo, se ha comportado como si la comunicación verdadera estuviese teniendo lugar, dándole así a los intercambios establecidos un significado funcional (Moya, 2003, p. 164)

Specifying even more in the oral expression, we can also emphasize that the understanding of the messages take place before the oral production of the same. According to Steinberg (1996):

It is clear that the child must learn to understand speech before he or she is able to produce it (meaningfully). It is necessarily the case that speech understanding precedes speech production... Parents have always noted that children are able to respond appropriately to speech that is more complex than what they (the children) are able to say... Similarly, in another study, Sach and Truswell found that children who could say only single words (kiss, smell, ball, truck, etc.) could understand speech structures composed of more than a single word... We can conclude that language learning may occur without production but not without understanding. (p.17)

In this way, thanks to the progressive cognitive development and maturation of the phonoarticulatory organs that children experience in their early years, oral language becomes an indispensable tool of expression that allows them to communicate and develop with the world around them and also with themselves.

For all these reasons, we must reflect on how to introduce L2 in the Early Childhood stage. It is a very delicate moment, since in most cases it will be their first contact with a language other than their mother tongue. For this, it is important to base ourselves on how children learn L1 from a young age, so that they can learn L2 in the most natural way possible.

Parece existir un desarrollo similar en el proceso de adquisición/aprendizaje de los aspectos aludidos en la lengua materna y en la extranjera (...) Las pruebas más evidentes de ello son el proceso de simplificación fonológica que tanto el niño nativo como el aprendiz de lengua extranjera experimentan en la adquisición/aprendizaje de la L1 y de la LE y la semejanza que existe entre el proceso de adquisición de las estructuras interrogativas en ambas lenguas. (Moya, 2003, p. 174)

Therefore, it is coherent that L2 learning also starts from oral language, offering situations that require communication in that language so that learning occurs more meaningfully for children.

In this sense, studies such as the one carried out by Navarro, Coyle and Roca (2016) on the production of sibilant phonemes in children of the Early Childhood Education stage, the results of the sample "do provide tentative support for the idea that young learners can improve their pronunciation of English sibilant phonemes after only limited exposure to L2 input". (p. 247)

Listening to words and expressions with different pronunciations and with an unknown meaning for them will awaken their interest in discovering this new world. This will allow them to approach other cultures and other forms of communication different from their own. Likewise, they will find that sometimes they will need to communicate with other people who do not speak their own language.

Obviously, the goal is not to achieve complete development of oral expression in L2 at this stage. On the one hand, the objective is to bring L2 closer to children and arouse their interest and curiosity about it. On the other hand, it is intended to lay the foundations for greater learning and long-term use of L2, not only at the phonological, morphological, pragmatic or lexical-semantic level, but also at the communicative level. It is important that children naturally integrate L2 as another form of communication and use it significantly to learn and relate to each other. In this way, both L1 and L2 will contribute to the general development of students' communicative competence.

In general, "young children are usually enthusiastic participants in oral exchanges, making early language learning a great developer of receptive and productive oral skills, as well as of enjoyment for language learning and communication" (Ćirković and Milić, 2012, p. 56).

However, it is important that teachers take into account some general characteristics of children who are in the second cycle of Early Childhood Education and that can influence the development of orality in L2, since each child can start from different moments of the development and knowing in depth each situation will facilitate individual attention and knowledge of the development and learning process of each child. Thus, according to Clarke (1996) and Tabors (1997), it is important to consider a series of factors that influence how children approach L2 learning and how they use it in their interaction with others:

- Social factors: some children are more outgoing and are risk takers.
- Aptitude factors: some children have more ability as second language learners.
- Psychological factors: some children are more motivated to learn the second language or their personality affects the way they approach the task.
- Environmental factors: the way the environment is set up and managed, the inclusive nature of the program, the range of resources available, the way staff support children to interact with others. (Cited in Clarke, 2009, p. 13)

The task of teachers is to enable their students to express themselves freely (without fear and anxiety) and to be responsible and productive members of the society in which they live. In order for that task to be successfully accomplished, it is necessary to pay attention to the cognitive and affective needs of students. (Đaković and Dabić, 2012, p. 49)

For all these reasons, it is important to understand how L2 learning occurs in children in the second cycle of Early Childhood Education, which coincides in most cases when they discover L2 for the first time. According to Clarke (2009), L2 discovery can be broadly classified into the following stages:

- Stage 1: "New to English". At this stage, children start observing and listening without having knowledge of the language and as they feel more confident and begin to learn individual words, they can be encouraged to express themselves or accompany songs with adults and other children.
- Stage 2: Becoming familiar with English. At this stage, children become more familiar with L2, understand more vocabulary and begin to establish basic communication, although they still largely depend on nonverbal communication and constant teacher support. Thanks to the greater interaction with L2 and the



vocabulary improvement that this entails, children feel more comfortable and confident to expand oral expression with memorized phrases, song repetitions or finishing words or phrases of the adult.

- Stage 3: Becoming a confident user of English. At this stage children are already experiencing more notable interactions in L2, so that their understanding increases and their oral expression would gain fluency within their learning possibilities, allowing them to use L2 as a tool to learn other learning and content.
- Stage 4: Demonstrated competency as a speaker of English. This stage occurs when the L2 level is very high, allowing children to communicate in L2 in different contexts and with a level similar to their own L1.

However, especially at the first stage we must bear in mind that although there will be children who express themselves appropriately in L1 they do not feel prepared to start communication in L2 for different reasons (they feel insecure, they are shy, they do not want to make mistakes ...).

Similarly, we will also find other children who do not want to participate in communication in L2, either orally or through non-verbal gestures. These children may be experiencing a phase called "the period of silence." In this case, we must respect this process at all times so that each student can learn and advance their learning at their own pace. This is the reason why it is essential to make them feel comfortable and involved in activities without the need for them to participate actively. In this sense, Clarke (1996) presents some recommendations that teachers can follow to help children overcome this period in the initial stage:

- Model good practices of talking and listening.
- Demonstrate to other children that the silent child can communicate continue talking even when the learner does not seem to be responding.
- Make efforts to include the learner in a range of group experiences focus the conversation on other children in the group if the learner seems reluctant to be included in interaction.
- Accept and praise the learner's minimal efforts to communicate including use of nonverbal responses.
- Use simple language which is supported by visual materials.
- Expect that the learner will eventually respond and try to speak in English.

- Provide a wide variety of activities that encourage interaction. (cited in Clarke, 2009, p. 16)

This period is usually transient, but we must monitor each child's progress to avoid long-term problems related to anxiety or frustration when speaking in L2. The large number of interactions that take place at these ages and the innate interest of children to express themselves orally make this stage the ideal time to start communicating orally in L2, thereby avoiding future problems. However, it is important to continue to focus on oral development and attitude towards L2 in later stages so that students do not lose interest in discovering and using L2. In this sense, Đaković and Dabić (2012) point out that:

For primary school students, English is a new foreign language rather than their mother tongue and emphasis on oral aspects of language means that students have to learn to understand what others speak and try to speak out what they want to express in a foreign language class. (p. 48)

To prevent children from refusing to speak in L2, it is not only important to start communicating in L2 early, but to offer an affective, cooperative, and trusting learning environment that encourages children to speak. The classroom should become a space where error is conceived as a more resourceful learning.

Therefore, we can see the importance of starting this discovery of L2 from the first years to successfully overcome the different stages of learning explained in the previous section in a progressive way and using L2 as a means of communication and learning in a practical way. As we said, this is partly due to the need for interaction that exists in children of this age. According to Lightbown & Spada (2006):

Much of children's language acquisition effort in the late pre-school years is spent in developing their ability to use the language in a widening social environment. They use language in a greater variety of situations. (...) They show that they talk to each other, and they use this knowledge in elaborate pretend play in which they practise using these different 'voices'. In this way, they explore and begin to understand how and why language varies. (p. 8)

In the interaction hypothesis, the emphasis is on the individual cognitive processes by giving learners access to the input they need to activate internal processes. In Vygotskian theory, greater importance is attached to the conversations themselves, with learning occurring through the social interaction. Sociocultural theory holds that people

gain control of and reorganize their cognitive processes during meditation as knowledge is internalized during social activity. (Lightbown & Spada, 2006, p. 47)

To offer suitable learning and interaction scenarios, it is necessary to design activities with an adequate level of difficulty that motivates children to interact with each other. To achieve this, it is important to know the prior knowledge of each child, so that the proposed learning is within its Proximal Development Zone (ZPD) exposed in the Vygotskian theory, that is, what each child can learn with help.

In this learning process situated in the ZPD, it is essential to offer adequate scaffolding to support learning. For this, the communication and language skills in L2 that the teacher has to benefit the development of adequate orality in children are essential, since "the teacher has a central role and he/she/it is likely to be the main source of information in the target language" (Đaković and Dabić, 2012, p. 56).

In the words of García (2009), "this is because the teacher as a role-model speaker of the language is especially important when working with children of this age group, particularly in relation to phonology" (p. 348, cited in Coyle, Hood and Marsh, 2010, p. 18).

However, not only are the teacher's skills as a linguistic model important, but the teacher's own vision of their role as facilitator and guide for children's learning in all areas is also fundamental. For this they must do a continuous exercise of reflection on their own practice to improve not only the skills in L2, but their own pedagogical skills to achieve real learning in the students. In the words of Kovač1 (2012) "teachers need to reinvent themselves and take a new look at the role they are going to play in developing students' intercultural knowledge and understanding, language competence, communication skills, interests, attitudes and confidence" (p. 111).

In short, during the Early Childhood Education stage children experience great progress in their oral development and in the development of their social and communication skills. That is why there is no point in delaying the discovery of a second language to later stages instead of recognizing and taking advantage of the learning abilities that children have at this stage, so we must offer them rich and meaningful learning scenarios for it.

### **2.3. Legal Framework**

The fact that learning L2 from an early age is beneficial for children has consistently influenced to the modification of the different educational laws, which have gradually

introduced the teaching and approach of L2 from the Early Childhood stage in recent years. So, the Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE) began to introduce the approach to learning a foreign language in the Early Childhood stage, especially in the last year (Capítulo I, p. 22).

Specifically in the Autonomous Community of Andalusia, L2 teaching is increasingly common in classrooms, both by the tutor and through a language teacher. This is reflected in different legislations that serve teachers as the first framework of curricular concretion.

On the one hand, the Orden de 5 de Agosto de 2008, por la que se desarrolla el currículo correspondiente a la Educación Infantil en Andalucía (henceforth Orden de 5 de Agosto de 2008) refers to learning a foreign language in different sections, emphasizing the importance of bringing children to a second language at an early age.

Thus, in its Annex B) on the areas of Early Childhood Education and specifically in the area of Languages: Communication and Representation, the importance of promoting children's motivation and curiosity towards the foreign language is highlighted and establishes as one of the objectives of stage “comprender las intenciones y mensajes verbales de otros niños y niñas y personas adultas, adoptando una actitud positiva hacia la lengua, tanto propia como extranjera” (p. 38).

Likewise, another of the objectives of this area places special emphasis on the development of oral language as a form of communication and enjoyment, aiming to “iniciarse en el uso oral de una lengua extranjera para comunicarse en distintas situaciones del aula o del centro, y mostrar interés y disfrute al participar en estos intercambios comunicativos” (p.39).

For this, in Annex C) on methodological guidelines, the importance of creating communicative contexts in which learning situations are created that help children to start using a foreign language is highlighted.

On the other hand, it is important to take into account not only the Early Childhood Education legislation, but also the legislation on bilingual education. In this sense, the Orden de 28 de junio de 2011, por la que se regula la enseñanza bilingüe en los centros docentes de la Comunidad Autónoma de Andalucía exposed in its art. 9:

El profesorado del segundo ciclo de educación infantil especialista en la L2 o habilitado para impartir la L2, en coordinación con los tutores y tutoras, introducirá dicha lengua de forma globalizada, procurando que se produzca un acercamiento de los niños y niñas

al idioma, familiarizándose con los sonidos que configuran la L2 mediante el uso de propuestas metodológicas de índole comunicativa orientadas a la producción y comprensión oral del alumno o alumna relacionando los contenidos lingüísticos con los correspondientes a las restantes áreas del ciclo. (p.8)

As we can see, in these early ages it is essential to start by offering communicative contexts that facilitate the oral interaction of the students as a starting point for learning and meaningful use of L2, so it is essential to reflect on how we should introduce L2 in classrooms.

#### **2.4. CLIL: a way to learn L2 in a meaningful way**

Undoubtedly, that L2 learning is included in the Early Childhood Education curriculum is not a product of chance, since as we have seen there are solid arguments that defend this learning at this stage. However, we must not only focus on the importance of learning a new language, but we must also be consistent with the need to learn L2 and use it accordingly, so that learning English makes sense for our students.

For this, it is not only important to learn L2, because at this stage of child development it is necessary to lay the foundations for comprehensive learning that takes advantage of the globality present in child thought to offer an education in accordance with that thought and that addresses the different areas of child development.

In this sense, L2 learning cannot be placed as the protagonist of child development, but as one more piece of the gear that favours its evolution. For this, it is necessary to use L2 as another way from which students can learn and communicate, offering an Content and Language Integrated Learning (CLIL) and this is what our teaching proposal focuses on.

This educational approach can be defined, in the words of Marsh and Langé (2000) as “a generic or umbrella term used to refer to a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language” (p. 2). Likewise, Pavón (2012) explains:

No se trata de enseñar en una segunda lengua sino a través de ella. No se busca modificar únicamente el medio de transmisión de los contenidos, no se trata de enseñar o transmitir lo mismo pero en otra lengua, sino que el alumnado acceda a los contenidos que se le ofrecen en clase mediante el uso de la lengua. Su principal objetivo es, por tanto, metodológico, favoreciendo un modelo participativo en el aula en contraposición al modelo expositivo de transmisión de conocimientos. (p. 413)

Therefore, with this approach, what is intended is that students learn the contents through L2 instead of the foreign language being only taught in a closed and decontextualized way in a single subject. For this CLIL is based on a “planned pedagogic integration of contextualized content, cognition, communication and culture into teaching and learning practice” (Coyle, 2010, p.6) defined by Coyle (2007) as the 4 C's framework. In relation to cognitive development, Coyle, Hood and Marsh (2010) state that CLIL:

(...) it also serves to stimulate cognitive flexibility. Different thinking horizons and pathways which result from CLIL, and the effective constructivist educational practice it promotes, can also have an impact on conceptualization (literally, how we think), enriching the understanding of concepts, and broadening conceptual mapping resources. This enables better association of different concepts and helps the learner advance towards a more sophisticated level of learning in general. (p. 10)

In addition, the inclusion of L2 in the curriculum not only does not harm the development of L1 or content learning, but also progressively favours the social and communicative development of students by using L2 as a form of communication and content learning in the classroom instead of more traditional transmission methods. In the words of Pérez Cañado (2013):

This approach is also held to trigger higher levels of communication between the protagonists of the teaching-learning process, as well as frequent interaction via collaborative learning. Language is seen as a tool for communication from the outset of instruction and is used in uncontrived real-life situations. Learners are pushed to produce more meaningful and complex language and fluency is fostered. (p. 16)

In this sense, while the students learn their contents framed in the study plan, thanks to CLIL they also develop the language in two aspects, thereby learning both BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) (Cummins 1999).

In this way the CLIL approach develops confident learners and enhances academic cognitive processes and communication skills. CLIL encourages intercultural understanding and community values. In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language and they gain more extensive and varied vocabulary. In the target language, learners reach proficiency levels in all four skills of listening, speaking,

reading and writing far beyond what is expected in terms of teaching English to young learners. (Đaković and Dabić, 2012, p. 57)

However, we must contextualize this approach in the Early Childhood Education stage and adapt it to the characteristics of students of this age, adapting the content and language to the way they learn. In this sense, Coyle, Hood and Marsh (2010) point out:

The most typical models found with pre-school children often involve games and other play-based activities -a ludic approach, where the vehicular language is used to a greater or lesser extent. These models are often called "immersion" and involve introducing sounds, words and structures where the main focus is on stimulating, fun activities. (p.17)

Coyle, Hood and Marsh (2010) also point to the authenticity of learning themes for children at this stage, claiming that “whilst they are aware that they are learning to listen to and use sounds and words from another language, their main focus is on the doing -be it playing, singing, drawing, building models, or other activities” (p. 17).

## **2.5. Project Based Learning (PBL) as a way of learning consistent with CLIL**

For CLIL education to be of quality, it is not enough just to teach through L2 but to do it in a meaningful way through innovative pedagogical methods consistent with the way of learning of children. For this we must remember the importance of all the contents of the stage related to the different learning areas and exposed in the Orden de 5 de Agosto de 2008:

- Self-knowledge and personal autonomy.
- Knowledge of the environment.
- Languages: Communication and Representation.

In Early Childhood Education children have an innate curiosity to know the world around them, so doing it through standardized and meaningless activities does not raise any interest for that purpose, and instead, we must take advantage of the need of children to learn from the world around them.

Therefore, the idea of using a more innovative, open and flexible methodology to the needs, interests and rhythms of students of these ages becomes necessary. A way of learning that opens the doors of the classroom to the outside world.

For this there are many ways to do it that luckily are increasingly used, one of them being Project Based Learning (henceforth, PBL). Thus, PBL can be broadly defined as a student-centered methodological proposal in which activities revolve around a specific topic that is investigated collaboratively and autonomously by children until they achieve a final product, based on the reality that surrounds them to give significance to the teaching-learning process. In the words of Pérez Gómez (2015):

El Aprendizaje Basado en Problemas, proyectos y/o casos de la compleja vida real siempre implica aprendizaje distribuido; al indagar, experimentar en las condiciones reales de los contextos vitales, el sujeto aprende el qué, el cómo, pero también el cuándo, el dónde y el para qué, tan útiles para promover la transferencia de lo aprendido a situaciones desconocidas y novedosas. (p. 14)

This methodology, created by Kilpatrick (1918), was designed as a philosophical model that broke with traditional teaching focused on the teaching process and not on the learning process, claiming the active role of the student in his own learning, respecting their characteristics and interests.

In this way, learning L2 through PBL is a key part of this gear that forms the CLIL approach, offering the learning contents in an active and real way, taking advantage of the intrinsic motivation of children to learn about the topic chosen for introduce L2 as means of learning, thus doubling the interest in learning both the content and the new language, which becomes necessary for learning.

Simple project work and research are introduced at an early stage to teach them how to develop their best learning strategies, and songs and games and role-play give the process the special flavour so needed among young learners. That is why arousing children's curiosity in learning and applying a considerable amount of creativity in teaching is a perfect foundation for CLIL. (Janković and Cvetković, 2012, p. 34)

Likewise, and in relation to the development of orality in L2, PBL becomes an ideal tool to promote oral development and communicative interactions among the students themselves, offering real situations in which to communicate in L2 to learn together and share information. In this sense, the teacher's role is to guide and facilitate content, “letting” his students do to promote their autonomy both in content and languages, although always offering the necessary scaffolding.



Finally, it is not necessary to mention the great globalizing nature of this type of methodology, so consistent with children's thinking that it allows learning through the different contents in an integrated and contextualized way, favouring the integral development of the student body.

The obvious attraction of project-based learning is the motivating element, especially for younger learners. Projects bring real life into the classroom; instead of learning about how plants grow (and all the language that goes with it), you actually grow the plant and see for yourself. It brings facts to life. The American educational theorist John Dewey wrote “education is not a preparation for life; education is life itself”. Project work allows ‘life itself’ to form part of the classroom and provides hundreds of opportunities for learning. Apart from the fun element, project work involves real life communicative situations, (analyzing, deciding, editing, rejecting, organizing, delegating ...) and often involves multi- disciplinary skills which can be brought from other subjects. All in all, it promotes a higher level of thinking than just learning vocabulary and structures. (Bilsborough, 2013)

### **3. DIDACTIC PROPOSAL “DISCOVERING FLAVOURS”**

#### **3.1. Justification**

The World Health Organization (WHO) affirms that the first years of children's lives, adequate food and nutrition are decisive for achieving healthy growth and optimal cognitive development.

That is why the present didactic proposal has food as the central axis of its research, so that children can learn more about them and acquire a positive attitude towards eating and healthy eating habits.

It is important to introduce children to a wide variety of healthy foods so that they know the multiple options that exist compared to fast food or ultra-processed foods that surround children in their daily lives. Showing through play, learning and research different foods can become an enormous ally for children's health, so at school we must contribute to that purpose. In words of Herrero Martín (2018):

La relación bidireccional entre la alimentación y la salud ha ido cobrando cada vez más solidez y rigor, de modo que llevar un estilo de vida saludable permite, por un lado, mejorar la esperanza y la calidad de vida y por otro, prevenir enfermedades, así como

mejorar su sintomatología. En este sentido, el aprendizaje y la consolidación de hábitos saludables desde la infancia, implantando pautas alimentarias correctas, son decisivos para que dichos hábitos se mantengan en la edad adulta y a lo largo de la vida. (p. 19)

From an early age, children have an innate curiosity to learn about food and to experiment with it through the senses, as they are part of the world around them. Therefore, we must take advantage of that interest in food to offer learning contexts in which children approach healthy food and healthy habits, creating a positive attitude towards food.

Likewise, we must not forget that we have one of the best and healthiest diets in the world, the "Mediterranean diet", so learning about our food also allows us to better understand our environment, our gastronomy and our culture. In this sense, food can also serve as a passport to discover the gastronomy and culture of other countries and discover variety as an enriching element of different cultures.

The importance of this topic is reflected in the curriculum of this stage, in which the Orden de 5 de agosto de 2008, establishes one of its general objectives: “Adquirir autonomía en la realización de sus actividades habituales y en la práctica de hábitos básicos de salud y bienestar y desarrollar su capacidad de iniciativa (p. 21)”.

In addition to helping children acquire basic health and eating habits and improve their knowledge of the foods found in their daily lives, this topic facilitates the use of a CLIL approach, using L2 as a means of learning about this very natural topic and everyday for children. For this, it will be important to create interaction needs in L2 that allows them to share knowledge, opinions and emotions related to the theme of our project, thereby allowing children to gradually develop their progressive autonomy in everyday interactions in L2.

Definitely, with this learning project entitled "Discovering flavours" we aim for a group of 5-year-old children to discover healthy eating and enjoy experimenting with it as part of a food education, experimenting with flavours, textures, colors... and learning through the senses.

### **3.2. Contextualization**

To carry out our didactic proposal it is important to know the scenario in which it will take place. This is due to the need to adapt the different curricular elements to the characteristics of our context.

Specifically, this project will be carried out in a bilingual school for Early Childhood and Primary Education. This school has two lines and is located in a small coastal municipality

in the province of Malaga. In general, the families of the students are young and have a medium socio-cultural and economic level.

The second cycle of Early Childhood Education is located in a separate building but is well connected to the different facilities of the center, so the resources necessary for the project are accessible and available.

### ***3.2.1. General characteristics of the class-group***

The classroom in which the project will be carried out is one of the classrooms of the third year of the second cycle of Early Childhood Education and is aimed at the 22 5-year-old students who make up the classroom (12 girls and 10 boys).

Likewise, we have three foreign students from Morocco, Mexico and China who speak Spanish from a young age. We also have a student with specific educational support needs in the psychomotor field. In this sense, we recognize each child as unique and different from the rest, enriching ourselves with the differences of each one.

Among the Plans and Programs that the group-class carries out at school, it is worth highlighting especially the Programa Creciendo en Salud of Junta de Andalusia. This project starts from this program, whose main objective is to promote healthy lifestyle habits of children. In this case, the project is focused on healthy eating, allowing students to get to know both foods from their natural environment and from other cultures.

Students follow the CLIL approach and project-based learning from the beginning of their schooling. This allow them have experience in this way of learning and are gradually discovering L2 through projects and class routines. Within the classroom, there are different resources that benefit the realization of the project, highlighting an ICT area with a computer and a digital whiteboard, a small library with different types of texts, such as kitchen recipes, and symbolic games areas such as the kitchen, where children can play games related to cooking and food. Also, we have a large work area and a nearby sink that will help them do more experimental activities with different foods.

### **3.2.2. *General characteristics of development at 5 years***

In addition to knowing the context of the school and the classroom, it is also essential to know the general development of children at these ages to adapt the teaching proposal to their possibilities, needs and interests.

Thus, some general characteristics of children at these ages is that their thinking is increasingly logical and they are able to solve problems of everyday life with increasing autonomy, although their thinking is still egocentric, since they are, according to Piaget, in a pre-operational stage.

In the psychomotor field, they get better and better in space and considerably improve their sense of balance, rhythm and coordination. Its laterality is also being defined and its spatial orientation as well as its temporal structuring are being formed. In the socio-emotional sphere, they are becoming more secure and independent every day, and their friendships are much more solid and permanent, favouring the game between equals.

Their language acquires higher levels of correction, including some rules that govern linguistic exchange. His vocabulary is larger, using about 2,500 words and understanding even more. They ask meaningful questions and their oral expression improves progressively, pronouncing correctly. This makes their interest in words and oral expression itself considerable, allowing them to also learn through L2 progressively.

### **3.3. Objectives**

All the activities proposed in this project start from a global approach, consistent with the way in which children learn at these ages. This means that through the different activities the general objectives of the stage established in the Orden de 5 de Agosto de 2008 are simultaneously achieved.

Based on them, we can establish more specific objectives for this unit, aimed at the students in our class group. These differ in content and language objectives for greater clarity of the goals to be achieved with the proposed activities, with which children will be able to:

#### ***Content objectives:***

- Acquire awareness of previous knowledge on the research topic.
- Investigate the content of the project in an increasingly autonomous way.
- Interest to investigate on the subject of the project with the families at home.

- Enjoy experimenting with food.
- Show interest in the world of cooking.
- Work cooperatively with other classmates.
- Improve logical-mathematical notions throughout the kitchen.
- Discover the origin of some foods.
- Reflect on the benefits of healthy food.
- Know typical foods of the "Mediterranean diet".
- Valuing cultural diversity through gastronomy.
- Distinguish the own emotions produced by different foods.
- Use ICT as a way of learning and investigation.
- Differentiate different types of food.
- Acquire healthy eating habits autonomously and progressively.
- Learn to use different kitchen tools.
- Discriminate qualities of food.
- Experiment with food through the different senses.
- Reflect on the new learning acquired.

***Language objectives (in both L1 and L2):***

- Acquire vocabulary related to food and cooking.
- Discover the name of different food groups.
- Show interest in learning new words.
- Use the new vocabulary in a functional way.
- Develop oral language progressively.
- Use significantly different types of real texts (e-mail, recipe ...).
- Progressively gain initiative in the use of oral expression in L2.
- Improve oral expression through personal opinions about food.
- Progressively improve pronunciation, intonation and rhythm through oral expression.
- Enjoy in group conversations.
- Improve communication skills in oral and written language (give and write recipe instructions) using both daily vocabulary and some more specific adapted to age.
- Valuing L2 as another means of learning and communication.
- Use different adjectives to describe food.
- Use infinitive verbs to give instructions.

- Progressively use and understand the imperative through indications.
- Play simple expressions orally in L2.
- Learn to read and analyse simple images and diagrams.
- Use ITC as a form of communication.

### **3.4. Competences**

It is important to take into account the competences that children must develop as they grow, which are essential in the Primary Education stage. For this, in addition to the aforementioned objectives, it is convenient to initiate students in the development of the different key competences to create a solid base from which to advance as they grow.

These key competences are defined by the DeSeCo (2003) as a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioural components that are mobilized together to achieve effective action, being divided into seven competences key:

- Mathematical competence and basic competences in science and technology, through different mathematical and scientific notions that allow us to get closer to reality.
- Digital competence, using the digital resources available from our school (computer, PDI, Tablet, photo camera ...).
- Competence in learning to learn, promoting autonomy and reflection on the learning process and what has been learned.
- Social and civic competences, promoting cooperative relationships and coexistence among equals through different groups.
- Sense of initiative and entrepreneurial spirit, working creativity and initiative capacity from an early age.
- Cultural awareness and expressions, using and valuing art as a means of expression and personal enrichment.
- Linguistic communication competence, developed especially during class dialogue and with different linguistic resources (debates, stories, songs, poems, real-life texts ...), especially through circle time.

In this case, this last competence is especially important to favour the development of orality in both L1 and L2. Focusing on L2, thanks to the different participatory activities offered

by the projects, in which children have to research and share the discoveries they are making, make oral expression an indispensable resource for learning and cooperative work, in which all We learn from everyone by sharing each other's most significant vocabulary and expressions, the way of pronouncing, the rhythm when speaking, the most appropriate intonation, and endless resources that are improved with constant and meaningful practice.

### **3.5. Contents**

In order to get the previous objectives and competences, it is necessary to establish some contents that take us to them. These contents are related to the three learning areas expressed in the Orden de 5 de Agosto de 2008 and are divided into:

- Self-knowledge and personal autonomy.
- Knowledge of the environment.
- Languages: Communication and Representation.

These areas are connected to each other in reality due to the globalizing approach that characterizes them, so it is convenient for children to learn them gradually and globally. Thus, taking into account the above, we can establish the different contents that will guide our programming, dividing them into the different blocks that make up the areas:

#### ***Self-knowledge and personal autonomy:***

- Acquisition of self-awareness about previous knowledge on the subject.
- Progressive autonomy in the research and learning process.
- Interest to investigate on the subject of the project.
- Cooperative work with other classmates.
- Reflection on the benefits of healthy eating.
- Differentiation of the own emotions produced by different foods.
- Pleasure to carry out activities in the company of families.
- Acquisition of healthy eating habits autonomously and progressively.
- Reflection on the new learning acquired.
- Pleasure with group conversations.

***Knowledge of the environment:***

- Fun through experimenting with food.
- Interest in the world of cooking and food.
- Progressive acquisition of different logical-mathematical notions through project activities.
- Discovery of the origin of some foods.
- Typical foods of the "Mediterranean diet".
- Recognition of different types of food.
- Knowledge and use of different kitchen utensils.
- Recognition of different characteristics and qualities of food.
- Experimenting with food through the different senses.
- Cultural diversity through gastronomy.

***Languages: Communication and Representation:***

- Acquisition of new vocabulary related to food and cooking.
- Discovery of the name of different food groups.
- Interest in learning new words.
- Use of the new vocabulary in a functional way.
- Development of oral language progressively.
- Significant use of different texts from real life (email, recipe ...).
- Fluency and initiative in the use of oral expression in L2.
- Improvement of oral expression through personal opinions about food.
- Progressive mastery of pronunciation, intonation and rhythm through oral expression.
- Development of communication skills in oral and written language (giving and writing recipe instructions) using daily vocabulary and some more specific adapted to age.
- Recognition of the importance of L2 as another means of learning and communication.



- Use of different adjectives to describe food.
- Use of infinitive verbs to give instructions.
- Understanding and progressive use of the imperative through indications.
- Use of simple expressions.
- Progressive reading and analysis of images and simple diagrams.
- Use ITC as a form of research and communication.

### **3.6. Interdisciplinarity**

In order for the previous contents to make sense, it is essential to start from an interdisciplinary approach that connects them and gives them significance.

The Early Childhood stage itself avoids the fragmentation of content in subjects, as occurs in later stages. This is due to the need for students to understand the world globally, as an integrated whole, according to their own way of thinking. According to Pérez Gómez (2012):

El enfoque interdisciplinar, la necesidad de ser receptivo a las aportaciones de diferentes campos del saber, a nuevos modelos de relaciones, a nuevos mapas interpretativos para entender las distintas variables y dimensiones que presentan los fenómenos de la vida contemporánea tanto en el territorio natural como en el social o cultural, es la clave de una comprensión enriquecida de los sistemas complejos que constituyen la vida y los escenarios reales. (p. 87)

### **3.7. Transversality**

In addition to all the previous contents, it is necessary to highlight the transversality of different values that should govern all educational practice. These are fixed regardless of the subject of learning and are integrated transversally in the curriculum of the Early Childhood Education stage. Its objective is to promote the integral development of the student body.

Guided by what is stated in art. 5 of Decreto 428/2008, de 29 de julio, por el que se establecen la ordenación y las enseñanzas correspondientes a la Educación Infantil en Andalucía (henceforth D.428/2008), the following values must be treated in the classroom in a cross-sectional way:

-Democratic, civic and ethical values, through the different classroom rules, the different dialogues of the circle time and working cooperatively.

-Cultural diversity, valuing the richness of the different cultures that coexist in the classroom and in the school and learning from them through their protagonists. In this case we will especially discover the culture of our English friend.

-Sustainability, taking care of our natural environment and valuing others. In this project we will learn to value agriculture and take care of the plants in our garden.

-Culture of peace, creating an affective and respectful classroom climate where there is union and group feeling among the children of the group-class.

-Consumption habits and healthy life, appreciating and taking care of our body. In this case we will do it especially through food. Likewise, we will also take care of our minds, especially through Emotional Education.

-Use of leisure time, promoting cultural and sports activities that are healthy for the mind and body (stories, painting, trips to the library, proper use of the Internet ...).

-Andalusian culture. We will get to know our Andalusian culture. In this project we will focus especially on our gastronomy and on the benefits of living in a natural environment that is so beneficial for our health and healthy eating.

-Real and affective equality between men and women. In all the activities, attitudes of respect between the sexes will be promoted and we will avoid stereotypical behaviours in our daily life.

### **3.8. Methodology**

The methodology refers to the way in which we are going to carry out the project, once the objectives and contents that we are going to develop have been established. It is what defines the way of learning of the students and therefore, it becomes a curricular element that we must take care of with care.

Thus, it is necessary that our methodology starts from a socio-constructivist model of learning. For this, it has to be active, participatory and developed in a communicative and affective environment, where children are the protagonists of their learning process.

In the Early Childhood stage there are a series of fundamental methodological principles. According to the Orden de 5 de Agosto de 2008, the following principles can be differentiated:

1-Globalizing approach and meaningful learning. The teacher must provide the child with a global vision of reality. Only in this way can we achieve significant relationships based on their own experience and prior knowledge.

2-Attention to diversity. Recognizing that each and every one of us has different characteristics and needs implies flexibility in programming for different levels, groups and individual knowledge.

3-The game, a privileged instrument of educational intervention. Playing is the fundamental activity of the stage in question, since all activity recreated in a playful and motivating environment favours learning.

4-Children's activity, observation and experimentation. The principle of "learning by doing" assumes that students carry out a physical and/or mental activity to actively develop their own learning.

5-The configuration of the environment: educational framework. A safe, relaxed and caring environment is a basic need for establishing safe and caring relationships. It is also important for them to build their own identity and body image in a balanced way.

6-Spaces and materials: support for action, interaction and communication. The materials used for the stage must be varied, versatile and natural, as well as be organized and distributed flexibly and affordably.

Among the spaces that stand out in this project are the space in which circle times are held and the ICT space, since they are the main spaces for research and communication.

7-The time in early childhood education. Each child needs time to learn and develop. Therefore, the school should not favour the homogenization of the group, but rather enhance the qualities of each one and respect differences.

8-Early childhood education, a shared task. Collaboration and coordination with families and the teaching team are an essential requirement for the stage of E.I.

Regarding the CLIL approach, it is worth remembering the 4 C's framework mentioned in the review literature that is carried out in the learning process. In addition, aspects of language are taken into account in addition to the content itself. Following Coyle, Hood and Marsh (2010), language is used methodologically from three interrelated perspectives: learning language, language for learning and language through learning (p. 36).

Focusing on the development of orality, it is important to highlight that the principle of communication in CLIL assumes that the activities carried out comply with a series of characteristics.

According to Navarro, López and García (2019), these requirements are fundamentally based on the fact that “tasks must be real and be purposeful” (p. 84). That is, that L2 have a meaning for the students and serve them for their daily life.

Likewise, the fact of using the pedagogical method of projects allows these principles to be consistently fulfilled. This is because the activities are open and flexible. Therefore, the rhythms, characteristics and needs of the students are respected.

### **3.9. Materials and resources**

We can differentiate the following different types of resources:

*Human Resources.* They are the people who participate in the teaching-learning process of the students. The teacher and families stand out as the main companions.

Likewise, it is necessary to emphasize that the main human resources are the children themselves. Cooperative learning will be encouraged for them to learn from each other. For this the activities will be organized with different groups (individual, in pairs, in small groups or with the whole class group).

*Material resources.* According to Mehisto (2012) “learning materials can be defined as information and knowledge that are represented in a variety of media and formats, and that support the achievement of intended learning outcomes” (p. 15).

They have a very high educational potential for children, since their educational intention is to provide them with different learning and development experiences. These materials will be open, stimulating, fun and varied.

Some of the most relevant materials are the food itself, kitchenware or garden utensils, with which children learn through the senses. Paper materials, like flashcards, will also help children to consolidate the acquired learning.

The songs will be used because they are a very attractive material for children. This allows more attention to the rhythm, intonation and pronunciation of their words. Also, they are easy to learn for them.

Picture books are another very useful resource for learning about orality and promoting comprehension, thanks to their repetitions and changes in intonation to attract attention. Also other real texts, such as recipe books, serve to bring children closer to reality and give meaning to activities. Specifically, cooking recipes show new vocabulary and sequenced prompts that encourage students to want to find out what the text means in order to create the recipe.

Special consideration is given to ICT and audiovisual material, since they are a great way of communication and research for the project. Through ICT, the students fulfil their goal of communicating with Helen and feel the need to learn through L2 in order to tell it to her and also to the families. Through e-mail, the blog, applications and wikis, students get a sense of communication and the use of L2. Interest in orality in L2 because they feel the need to learn another language. It increases their desire to learn new words and expressions and translate them into a video that they can send to other people. This is also thanks to their motivation with the project and with everything they are learning about food.

In order to adequately exploit the teaching and communicative potential of digital resources and materials for CLIL, these should be used in ways that resemble more closely the ways learners interact with information and access the FL outside of school. These ways are also more communicatively and socially relevant and have a greater potential to foster collaborative knowledge building, interpersonal communication, and learner autonomy (Navarro, López and García, 2019, p. 91).

### **3.10. Timing**

As mentioned previously, this project is included within the Programa Creciendo en Salud of Junta de Andalusia. Therefore, this educational proposal that alternates with other classroom proposals.

Its timing frame will be extended during the first term so that students gradually acquire a different learning and an awareness of healthy eating .Therefore, the different sessions will be held once a week, preferably on Fridays during the first half of the morning.

Specifically, the project will consist of 13 sessions, which will last approximately an hour and a half (including the circle time of daily routines). However, it is important to note that the project is flexible and can vary when it is put into practice depending on the needs and interests of the students.

### 3.11. Step-by-step planning

The heart of this project focuses on the activities to be carried out, since they are the ones that will motivate children in their learning. To get students interested in the proposal, it is necessary to classify the activities according to the purpose we want to achieve with them, differentiating:

Warmer or initial activities. To start our project, we begin with an activity that arouses the interest of the children in the topic that we are going to investigate. In addition, it is essential that we all know each other's prior knowledge on that topic, their interests and what they want to find out.

Development activities. They are those that are generally organized throughout the project. Its purpose is to achieve the objectives proposed therein. To do this, the activities should be realistic, varied, flexible, stimulating, fun and belong to all areas of development.

Final or closing activities. These are the activities we use to end the project. Its objective is that students reflect on what have been learned and the teacher can check their learning at the end of the process. It is also used to show the entire learning process to the educational community.

The different activities that will be carried out during the project are shown below:

#### **Initial activity (Warmer)**

##### *Session 1*

When we get to the classroom and during circle time there is a knock on the classroom door. Behind the door, we find an envelope on the floor with a pendrive inside. Between all of us we go to the computer space to see what is inside it. We discover the video of an English cook, who speaks in. The cook, whose name is Helen, introduces herself and asks us for help to become chefs like her and to teach them the gastronomy of our country. To understand everything, we use realia and images from the Internet to understand the keywords we have discovered. We talked about them to introduce the topic of the project.

She tells us that she has brought each of us a gift to accomplish our mission. However, the gift is hidden and we have to find them through clues (*Appendix A*). These clues will guide us to places that we use in our daily life in the classroom through an image of it. In addition, these clues are accompanied by new vocabulary that the teacher will introduce orally (e.g., the

first clue is "inside the bin" and when they get there they will find the next one, which is "go to the bathroom"). Once they reach the final clue, they will find their gift, aprons and kitchen hats for each child, which we have previously prepared with the help of families.

We try on our new uniforms and discuss their names and whether we would like to become cooks at the circle time. Finally, we talk about different foods that we like, both in L1 and L2, promoting cooperative learning among the children themselves by sharing their knowledge with others. We write down some things we want to find out and we record a short video for our families. The video will be upload to the *Classdojo* application, asking families for help with our project. For the video, we will write different sentences between everyone in L1 and L2 so that each child can recite a fragment.

### **Development activities**

#### *Session 2*

During circle time we reflect on how we can tell Helen everything she asks of us. We decide to create our own online recipe book for her to see from her country, England, so we create a blog called "The minichefs". Together we take photos of ourselves in our uniforms for both the blog and our individual portfolios, where each child can write and collect all their learning. To do this, we learn to present ourselves orally and with the teacher's help we put it in writing on the blog.

In this way, we use ICT as a means of learning and communication. In addition, we discover the need to use L2 to be able to tell our discoveries to our new friend.

#### *Session 3*

Through the Internet we discover different videos and songs related to food (*Appendix B*), specifically with fruits and vegetables. In this way we learn food vocabulary in a fun way. Then we comment on the different foods we have seen and comment on whether we like it or not. For this, we will encourage the participation of all the students since it is a personal issue and therefore motivating for them.

In addition, we ask ourselves where the fruit and vegetables come from and we discuss everything we know about their origin. Thanks to the teacher's questions for reflection and the contributions of each one, we reach a final conclusion and decide to create a small garden in the next session.

#### *Session 4*

We bring different seeds from home that children can handle (strawberries, tomatoes, lettuce, peas...) and we discover that there are more foods that also come out of the ground, such as lentils or chickpeas.

Through simple instructions in L2 (*Appendix C*) we discover the steps that must be followed in order to plant the seeds and we create our small garden cooperatively. In addition, we write the name of each food in L2 and a photograph of it together with its plantation to differentiate each food that we have planted (*Appendix D*).

#### *Session 5*

In this session we see the story titled "*The very hungry caterpillar*" (Carle, 1994) in L2 at circle time. After the story we talk about the feeling of hunger and how we feel about it. Likewise, we review the main vocabulary about food and the days of the week with flashcards of the story in large size (*Appendix E*).

Afterwards, we carry out a psychomotricity session in which we recreate the story with our own body. We become very hungry caterpillars that must get their food. For this, we have flashcards of the different foods that the caterpillar eats in the story (*Appendix F*). The teacher is slowly telling the story and highlighting key words in L2 so that the children know which images to target, following the Total Physical Response method.

In this way, understanding and listening are promoted through play and activity with the body itself.

#### *Session 6*

In the circle time we talk about another place where we can get food: the market. We decide to create our own market space in class with the help of the family. We all collaborate by saying orally what we want to put into it. Thus, they actively participate in the creation of the space and the market in accordance with their interests and needs. We ensure that there are also real food and packaging from everyday life so that they can manipulate and play symbolically.

Thanks to their imagination, we record ourselves explaining in L2 and with the teacher's help the parts of the market to send Helen a virtual tour of the market through the blog.

#### *Session 7*



We visit the school library and look for recipe books to work with real texts. We choose the recipe for a smoothie and write down the ingredients we need for the next session.

Then we draw our favourite recipe as if we were great painters. For this we use paint and different real foods that we have in class to create a collage. Once finished, we explain it to the classmates and we tell them why we like it so much, reviewing different adjectives in L2. We decorate the hall of the school with them next to their name in L2 to show the different foods to the other students.

### *Session 8*

We bring to class the necessary ingredients for the recipe we chose in the previous session. In this case, it is a banana and yogurt smoothie.

To prepare our breakfast we use different visual tools (*Appendix G*). We first review the ingredients on the list and compare them to the actual objects. To do this, we name them out loud and point to them. In addition, we check if the quantities are correct.

After checking the ingredients, we go over the recipe instructions cooperatively. To do this, we created a simple chart to better understand the steps to follow. We will make this graphic on the whiteboard. The teacher will explain each step of the recipe in a simple way and in L2 and ask the students to help them order them. Also, this graphic will help us while we cook.

Once everything is ready, we create our smoothie following the recipe we have worked on and then we all drink it together. Each step will be done slowly, photographing and recording the process as the children repeat the instructions aloud as they perform the action. In the meantime, they will act as if they are hosting a cooking show. This is a fun way to learn by doing.

Finally, we will upload everything we have recorded to our blog to share with Helen and our families, using ICT as a real way of communication.

### *Session 9*

In this activity we decide to investigate the typical foods of the Mediterranean diet. We research the main foods on the internet and make a list of them. For this, we see them in different pictograms to acquire vocabulary in L2 and we describe some characteristics of these foods.

Later in L2 and with the help of the teacher and classmates, we say which is our favourite food of all those we have learned and we will create a mural where each child can paint their favourite food. We place the mural in the classroom and upload a photo of it on our blog so that our families and our new chef friend know the typical foods here and our tastes about them. Additionally, we write a letter to families to help us bring our favourite food for the next day of school.

### *Session 10*

In the next session, each child brings their favourite food to share with the others. Between all of us we touch them, describe them and write down a recipe that carries that food and create a list of recipes that we like. We decide to create a wiki with our families so that each one with their son or daughter write down the recipe of their favourite dish in L2. Through this resource we can know the favourite recipes of each family. Likewise, we discover recipes from the countries of origin of our foreign students.

In addition, we decide to ask Helen what her favourite recipe is, in order to learn a little more about the food of her country. For this, we record a video where we show them our favourite foods and at the end we all tell him our proposal.

### *Session 11*

During the week Helen answered us and told us that one of her favourite foods is Scones, a typical dish from the United Kingdom. She told us that what she likes most is drinking it at tea time, so we decide to investigate what that is. We discover that it is a kind of snack they make in the United Kingdom.

We are not satisfied just knowing it, but we decide to try it. For this reason and with the help of some family members and a portable mini oven, we create a cooking session in the classroom to create our scopes. Once the scopes are ready we accompany it with a hot drink to enjoy our own tea time.

To cook, the teacher will read each step of the recipe aloud and the students will follow the images that accompany the instructions (*Appendix H*). Since we work with ingredients and their quantities, this activity is useful to develop logical-mathematical thinking through L2.

## ***Final activities***

### *Session 12*

In circle time, we share our feelings at the end of the project. We express orally if we have had fun. We remember the list we made the first day about what we knew and wanted to know and we reflect on everything we have achieved from it.

We have learned many new things. We put on paper the one that we liked the most of all, to include them in our portfolio. To do this, we learn the phrase "What I liked most ..." and share it orally first. In addition, we all decide what we are going to do for our final activity and we begin to prepare everything with the help of the family.

### *Session 13*

With this activity we say goodbye to our project. Our main objective in it is to show our learning to our friend Helen and the rest of the educational community. For this reason, we create a culinary exhibition in the classroom where we became chefs. We invite families and other students to visit us.

In the classroom, all the activities, investigations, recipes, photographs and videos that we have made will be exposed. In all there will be posters in both L1 and L2 that the students will have previously made. Before opening the exhibition to the public, we will record the classroom for our friend Helen showing them our exhibition. The final result will be posted on our blog. Then, we will open the classroom to our guests. Children will teach them everything they have done.

Finally, there will be a manipulative activity. In it, the children themselves will orally explain one of the recipes they have created to make with the guests. For this they will always have the help of the teacher, who will always provide the necessary scaffolding so that they feel safe when expressing themselves orally in L2. In this way they will be using L2 to share their learning and offer guests new resources to acquire a healthy eating habit.

### **3.12. Reinforcement and extension activities**

Each child is unique and unrepeatable, so we must take advantage of the great wealth of having so much diversity in the classroom. Once we recognize this, it becomes essential to attend to diversity in our classroom. The Orden de 5 de Agosto de 2008, in section C) of its

Annex, also states that we must give an adapted response to each boy and girl, carrying out open, diverse, and flexible planning.

Therefore, at the classroom level, all the methodological elements start from respect and attention to diversity. Furthermore, the very nature of learning projects respect children's differences with their open activities. However, to further guarantee the different rhythms and interests of the students, this project offers reinforcement and extension activities for students who need it. These activities will be available in the classroom space dedicated to gathering all the information created or investigated during the project. Specifically, the reinforcement activities are the following:

- The growth of plants. We remember how we should plant seeds and the elements that the plant needs to grow and we explain it orally (*Appendix I*).

- Puzzle from "The very hungry caterpillar" (Carle, 1994). Through the puzzle we work on the logic and review the vocabulary used in the story. We say each word out loud to practice rhythm and pronunciation. (*Appendix J*).

As expansion activities we mainly differentiate two:

- Remember the story. Again we use the story from "The very hungry caterpillar" (Carle, 1994) to review the main vocabulary of the story and practice oral expression. Through different flashcards, the students identify each food with the corresponding day of the week and tell it to their classmates (*Appendix K*).

- Food classification. With this activity the characteristics of food are worked through the senses. We will reinforce discrimination of qualities, perception and the use of adjectives to classify foods into different groups (types of food, healthy or unhealthy, of the same colour...). Every time we make a group we explain it orally to the classmates (*Appendix L*).

### **3.13. Evaluation**

To assess how the teaching and learning process of the students has been, it is necessary to carry out an adequate assessment. We seek coherence in our project by carrying out a global, continuous and formative assessment, on a continuous basis, taking as reference the general objectives established for the stage.

The assessment will be carried out at different times of the project. An initial evaluation will be carried out first to know the previous knowledge and interests of the students on the

subject. We will do it with the initial activity. In the discussion of circle time we can observe and listen to the contributions of each student about what they know and what they want to know with the project.

A continuous evaluation will be carried out throughout the project. This type of evaluation will allow knowing how student learning evolves. It will be done through the activities themselves. If necessary, modifications will be established that favour the learning or interest of the students.

Finally, a final evaluation will be carried out to check whether the objectives proposed during the project design have been met. For this we will have different evaluation criteria that allow us to check the achievement of these objectives:

| <i>Content evaluation criteria</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>Language evaluation criteria</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>-Has initiative to investigate during the project.</li> <li>-Shows interest in and participates in different activities.</li> <li>-Interacts well with his/her classmates and works cooperatively.</li> <li>-Has his/her own opinions about food.</li> <li>-Enjoys experimenting with food.</li> <li>-Shares your knowledge with the rest of the group.</li> <li>-Solves logical-mathematical problems that arise in activities.</li> <li>-Knows the origin of different foods.</li> <li>-Distinguishes his/her own emotions and those of others.</li> <li>-Recognizes typical foods of the Mediterranean diet.</li> <li>- Knows the benefits of healthy eating and value them.</li> <li>-Respects and enjoys discovering other cultures and gastronomies.</li> </ul> | <ul style="list-style-type: none"> <li>-Knows more vocabulary about food and cooking.</li> <li>-Distinguishes different types of food.</li> <li>-Shows interest in learning new words.</li> <li>-Asks the meaning of different words he/she doesn't know.</li> <li>-Investigates vocabulary about L2 autonomously.</li> <li>-Uses L2 in a functional way through different routes (orally, ICT, books ...).</li> <li>-Expresses more and better orally every day.</li> <li>-Actively participates in circle times.</li> <li>-Actively participates during activities orally.</li> <li>-Has a positive attitude towards L2.</li> <li>-Uses different types of texts.</li> <li>-Enjoys talking with classmates.</li> <li>-Progressively improves your pronunciation.</li> <li>-Uses different intonation when speaking.</li> <li>-Uses an adequate rhythm when expressing orally.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>-Uses ICT appropriately to learn and investigate.</li> <li>-Progressively creates adequate healthy habits.</li> <li>-Uses the different kitchen utensils appropriately.</li> <li>-Experiments with food through his/her senses.</li> <li>-Differentiates the characteristics of food.</li> <li>-Distinguishes what you already knew about new learning, reflecting on it.</li> </ul> | <ul style="list-style-type: none"> <li>-Own oral and written communication skills continually improves.</li> <li>-Uses infinitive verbs in their expressions in L2.</li> <li>-Knows and use some adjectives in L2.</li> <li>-Comprehends more and more vocabulary and expressions in L2.</li> <li>-Uses simple expressions in L2.</li> <li>-Interprets simple images and graphics.</li> <li>-Understands and use the imperative in a useful way.</li> <li>-Uses ICT to communicate and improve your knowledge of L2.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In this way, we will use a series of techniques and tools that help us gather all the information we need, highlighting direct and systematic observation as the main technique. In accordance with the Order of August 5, 2008, this technique is integrated into the teaching and learning process, allowing relevant information to be obtained for permanent and rapid decision-making. Tools such as the class diary and a personalized template for each student will also be used, in which observations about each one will be collected (if it meets the proposed objectives, how, when ...).

Another very interesting resource is documentation, which consists of collecting perceptible information (photos, videos, comments ...) on the learning process of boys and girls. According to Hoyuelos (2007) what interests us, rather than explaining, is to better understand the culture of childhood (p. 5). Likewise, it is important to offer adequate scaffolding and feedback to the students to help them in their learning. In addition, the self-evaluation of the students themselves is very important for them to reflect on all their learning, both in content and languages (*Appendix M*).

We should not ignore our own self-evaluation, reflecting on our own practice and the aspects that we could improve. Some of the criteria that we will take into account for our self-evaluation are the following:

- I have encouraged cooperative learning in the classroom.

- If I have designed motivating activities for the students.

-If the activities have respected the rhythms of each student.

-If my attitude has been flexible.

-I have been a good reference as a communicator in L2.

-If I have used L2 significantly.

#### **4. CONCLUSIONS**

Como se ha podido comprobar a lo largo de todo el documento, los niños y niñas de Educación Infantil necesitan encontrar un significado a lo que aprenden, para así encender su curiosidad e interés por el tema que van a investigar. En este sentido, los proyectos de aprendizaje juegan un papel esencial para cumplir con esta misión, permitiendo a los niños y niñas involucrarse de forma activa en su propio proceso de aprendizaje.

Un proceso que no construyen solos, pues las personas que nos rodean se convierten en importantes recursos de aprendizaje. Por un lado, los docentes se convierten en creadores de contextos de aprendizaje y en acompañantes respetuosos que intentan ayudar a cada niño y niña en su propio camino. Por otro lado, los propios niños y niñas se convierten en grandes maestros sin saberlo, compartiendo con el mundo sus aprendizajes, intereses y emociones.

Una de las maneras principales de hacerlo es a través de la expresión oral, al ser un medio que les permite relacionarse con el resto de niños y niñas. Por ello, es necesario crear situaciones de aprendizaje que favorezcan el aprendizaje cooperativo y que promuevan la participación activa de los niños y niñas para expresar sus emociones, inquietudes y opiniones con los demás.

En definitiva, lo que pretendemos es conseguir que los niños y niñas sean capaces de comunicarse de forma adecuada para conseguir un completo desarrollo integral. Por ello, no tiene sentido acotar esta habilidad solo a nuestra lengua materna, sino que debemos ampliar la competencia en comunicación lingüística de nuestro alumnado para que puedan desenvolverse con soltura en la realidad actual.

La mejor manera para hacerlo, de acuerdo a la forma de aprender del alumnado, es a través del enfoque AICLE, aprendiendo una lengua extranjera de una forma funcional, sin descuidar el resto de contenidos igualmente importantes para la etapa.

Esta propuesta didáctica es el resultado de mezclar todos estos ingredientes. Sólo así conseguiremos nuestra receta perfecta, niños y niñas que aprenden con sentido, motivados y felices. Porque de lo que se trata, en definitiva, es de que cada niño y niña pueda ser quien es con completa dignidad (Contreras, 2002).

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# APPENDICES

## APPENDIX A. CLUES CARDS



## APPENDIX B. VIDEOS AND SONGS

Video flash cards and songs by *Fun Kids English*:

- Learn Food Vocabulary: <https://www.youtube.com/watch?v=YC1HfRDWwQQ>
- Fruit Names: <https://www.youtube.com/watch?v=9VjqnaFSn9Y>
- Learn Vegetables Names: <https://www.youtube.com/watch?v=V7A7bqniVTA>
- I'm thirsty! Drinks Songs for Kids:  
[https://www.youtube.com/watch?v=Gtb\\_jK1scL8](https://www.youtube.com/watch?v=Gtb_jK1scL8)

Songs by *Super Simple Songs*:

- Are you hungry? By Super Simple Songs:  
<https://www.youtube.com/watch?v=ykTR0uFGwE0>
- Pat-a-cake:  
[https://www.youtube.com/watch?time\\_continue=2&v=jdG50KzCR9w&feature=emb\\_l\\_ago](https://www.youtube.com/watch?time_continue=2&v=jdG50KzCR9w&feature=emb_l_ago)

- Do you like broccoli ice cream?:  
[https://www.youtube.com/watch?time\\_continue=4&v=frN3nvhlHUK&feature=emb\\_lo](https://www.youtube.com/watch?time_continue=4&v=frN3nvhlHUK&feature=emb_lo)  
[go](#)

### Song lyrics:

#### Pat-a-cake

Pat-a-cake, pat-a-cake, baker's man,  
 Bake me a cake as fast as you can.  
 Roll it, and pat it, and mark it with a "C"  
 Put it in the oven for Carlos and me!

Pat-a-cake, pat-a-cake, baker's man,  
 Bake me a cake as fast as you can.  
 Roll it, and pat it, and mark it with a "A"  
 Put it in the oven for Amy and me!

Pat-a-cake, pat-a-cake, baker's man,  
 Bake me a cake as fast as you can.  
 Roll it, and pat it, and mark it with a "K"  
 Put it in the oven for Kayla and me!

Pat-a-cake, pat-a-cake, baker's man,  
 Bake me a cake as fast as you can.  
 Roll it, and pat it, and mark it with a "E"  
 Put it in the oven for Evan and me!

#### Are you hungry?

Are you hungry?  
 Yes, I am.  
 Are you hungry?  
 Yes, I am.  
 Mmm... a banana!  
 Yum, yum, yum, yum,  
 Yum, yum, yum, yum,  
 yum!  
 Are you hungry?  
 Yes, I am.  
 Are you hungry?  
 Yes, I am.  
 Mmm... grapes!  
 Yum, yum, yum, yum,  
 Yum, yum, yum, yum!

#### Are you hungry?

Yes, I am.  
 Are you hungry?  
 Yes, I am.  
 Mmm... an apple!  
 Yum, yum, yum, yum,  
 Yum, yum, yum, yum,  
 yum!  
 Are you hungry?  
 Yes, I am.  
 Are you hungry?  
 Yes, I am.  
 Mmm... watermelon!  
 Yum, yum, yum, yum,  
 Yum, yum, yum, yum!  
 I'm full!

#### Do you like broccoli?

Do you like broccoli?  
 Yes, I do. Yes, I do.  
 Do you like ice cream?  
 Yes, I do. Yes, I do.  
 Do you like broccoli ice cream?  
 No, I don't. Yucky!

Do you like donuts?  
 Yes, I do. Yes, I do.  
 Do you like juice?  
 Yes, I do. Yes, I do.  
 Do you like donut juice?  
 No, I don't. Yucky!

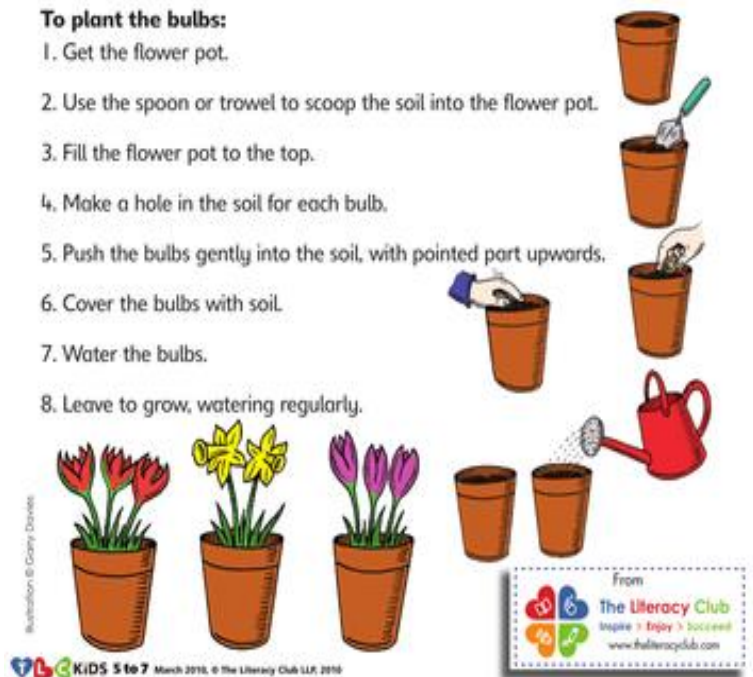
Do you like popcorn?  
 Yes, I do. Yes, I do.  
 Do you like pizza?  
 Yes, I do. Yes, I do.  
 Do you like popcorn pizza?  
 No, I don't. Yucky!

Do you like bananas?  
 Yes, I do. Yes, I do.  
 Do you like soup?  
 Yes, I do. Yes, I do.  
 Do you like banana soup?  
 No, I don't. Yuck!

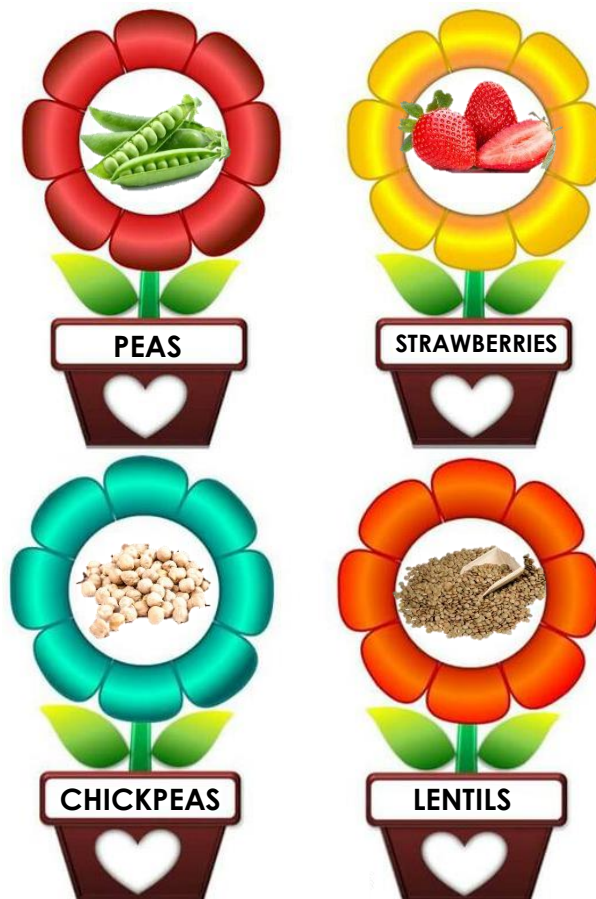
## APPENDIX C. INSTRUCTIONS FOR PLANTING SEEDS



How to plant a bulb (TLChelen, 2010).  
 Image obtained from: <https://www.tes.com/>

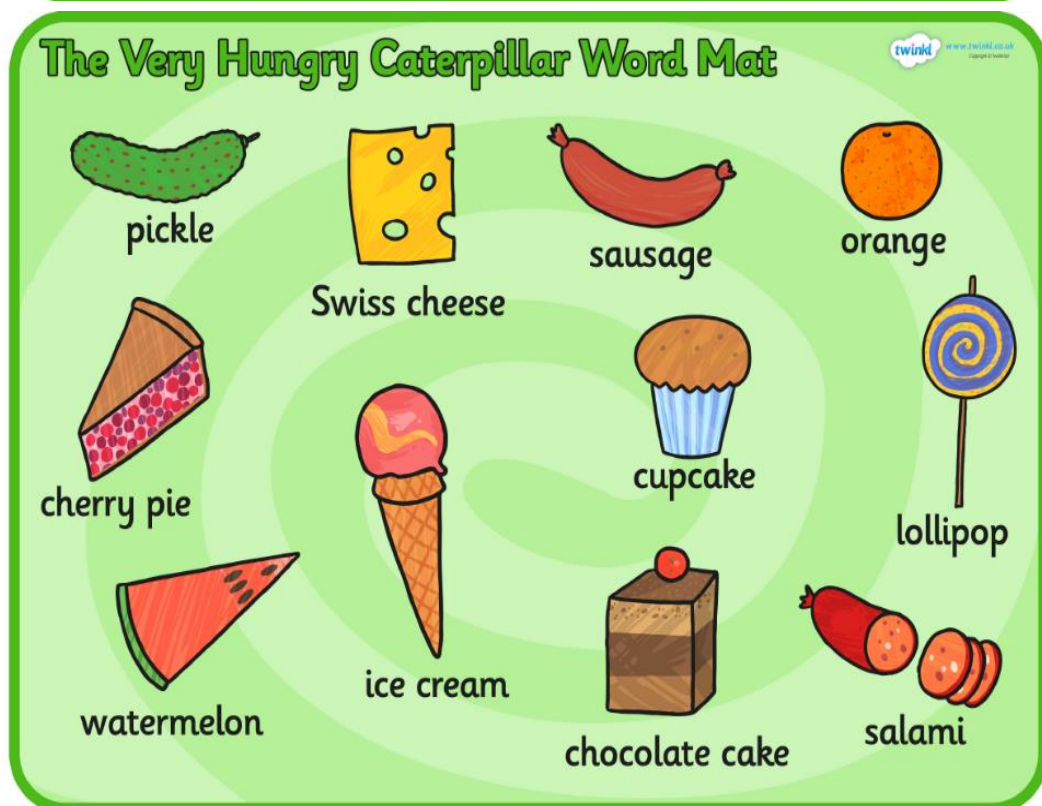
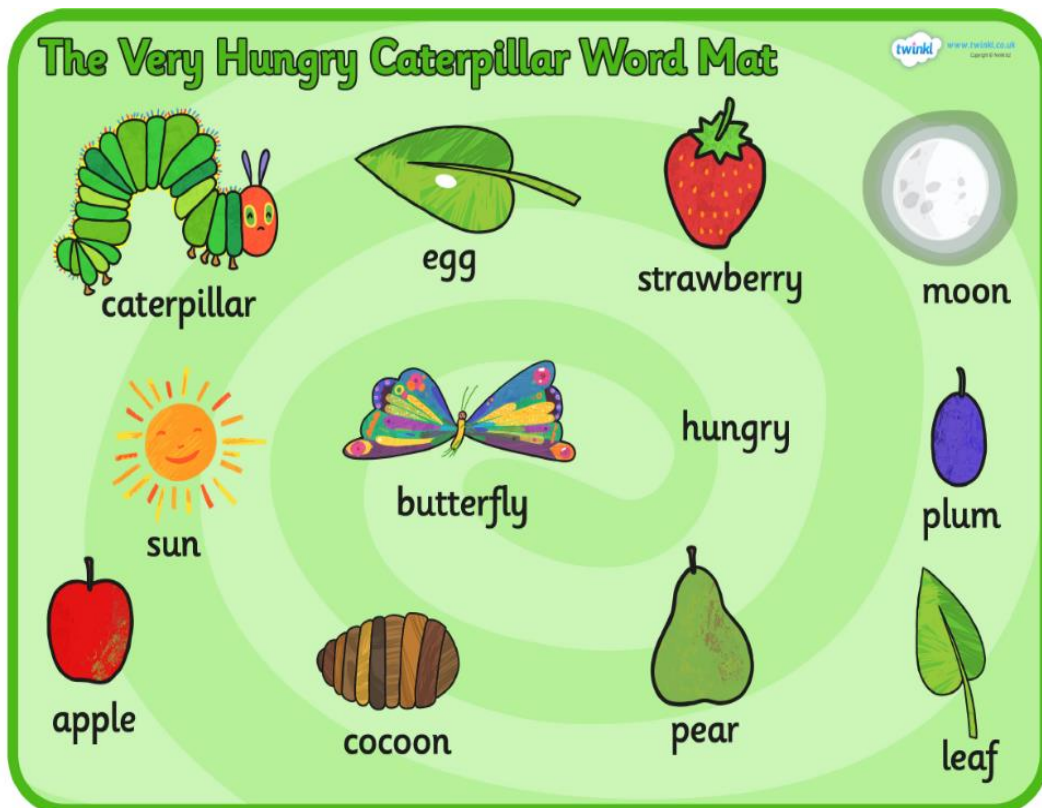


## APPENDIX D. GARDEN LABELS



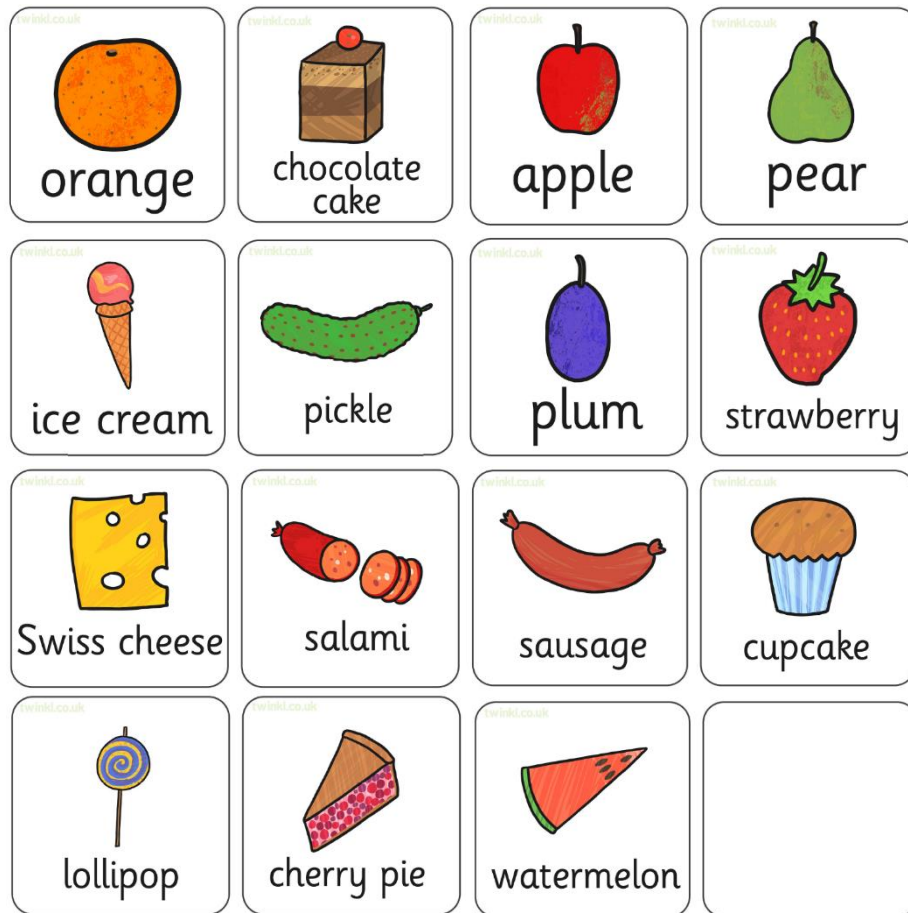


## APPENDIX E. VOCABULARY OF "THE VERY HUNGRY CATERPILLAR"



Images obtained from: <https://www.twinkl.es/>

## APPENDIX F. FLASHCARDS FOR PSYCHOMOTRICITY SESSION



Flashcards obtained from: <https://www.twinkl.es/>



Flashcards obtained from: <https://www.twinkl.es/>



## APPENDIX G. SMOOTHIE RECIPE

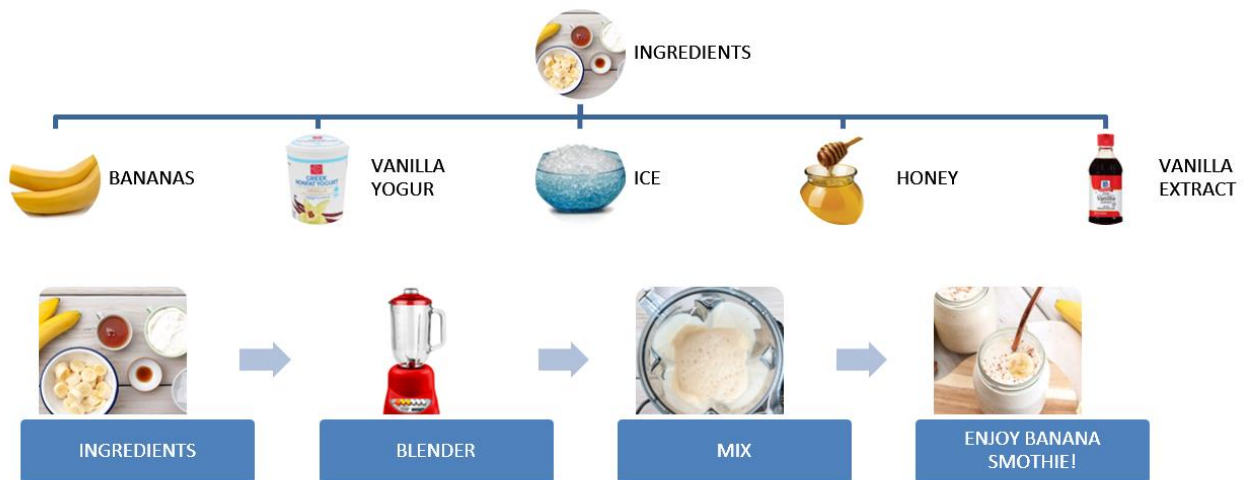
### Banana Smoothie With Yogurt

#### Ingredients:

- 1/4 cup honey
- 3/4 vanilla extract
- 2 bananas
- 1/2 cups vanilla yogurt
- 1/2 cup ice

#### Steps to Make It:

1. Take the ingredients.
2. Open the blender.
3. Put honey, vanilla extract, bananas, vanilla yogurt, and ice.
4. Mix the ingredients in the blender.
5. Serve and enjoy!



## APPENDIX H. SCONES RECIPE

### PEAR AND RASPBERRY SCONES

#### Checklist ☒

☐ 150g self-raising flour
 ☐ 60ml milk
 ☐ 35g soft butter
 ☐ 70g tinned pears

☐ 1/2 tsp baking powder
 ☐ 60g frozen raspberries
 ☐ Pinch of salt

#### Instructions

Get your oven on 180C (160C fan)

Add the baking powder and salt to the flour and rub the butter in with your fingers

Drain and then mash 70g of pears using a fork

Measure out 60ml of milk and mix in the mashed pear

Add this into the flour to make a sticky dough

Throw in the raspberries but don't mix too much

Dust your table with flour and gently roll out the dough

Cut out 6 scones using a round cutter and place on a lined baking tray

Bake for 18-20 mins, until lightly golden

© PLAYBAKES

playbakes.com

Image obtained from: <https://playbakes.com/>

## APPENDIX I. THE GROWTH OF PLANTS

**PLANT LIFE CYCLE**

**HOW DO PLANTS GROW ?**

Cut out the flash cards with the help of a parent. Then, paste them in the correct sequence on the next page.



**SPROUT**



**WATER**



**SOIL**



**SUNLIGHT**



**PLANT**

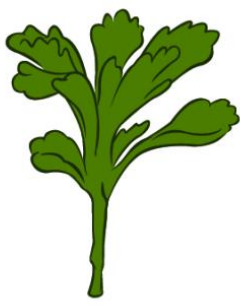


**SEEDS**

Copyright © 2013 Education.com

**PLANT SURVIVAL**

Circle the items that this plant needs to survive.





SOIL



SUNSHINE



HAMMER



THE MOON



RAIN

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More worksheets at [www.education.com/worksheets](http://www.education.com/worksheets)

Worksheets from: <https://www.education.com/>

## APPENDIX J. PUZZLE

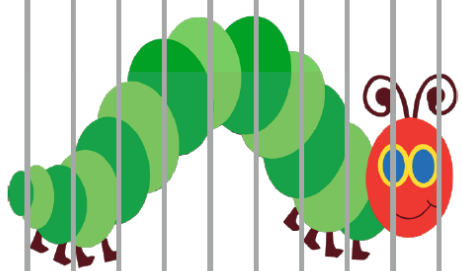
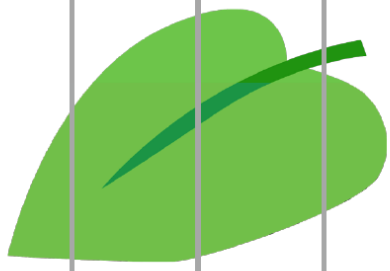
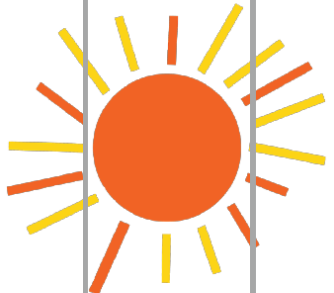
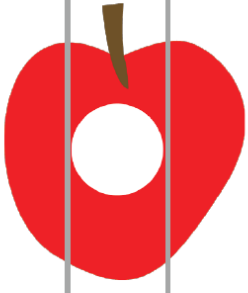
|                                                                                                                         |                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>c a t e r p i l l a r</b></p> |  <p><b>l e a f</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><small>© Playdough to Plato 2015.</small></p>       |
|  <p><b>s u n</b></p>                 |  <p><b>a p p l e</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><small>Graphics by MyClipArtStore.com</small></p> |

Imagen obtained from: <https://www.playdoughtoplato.com/>

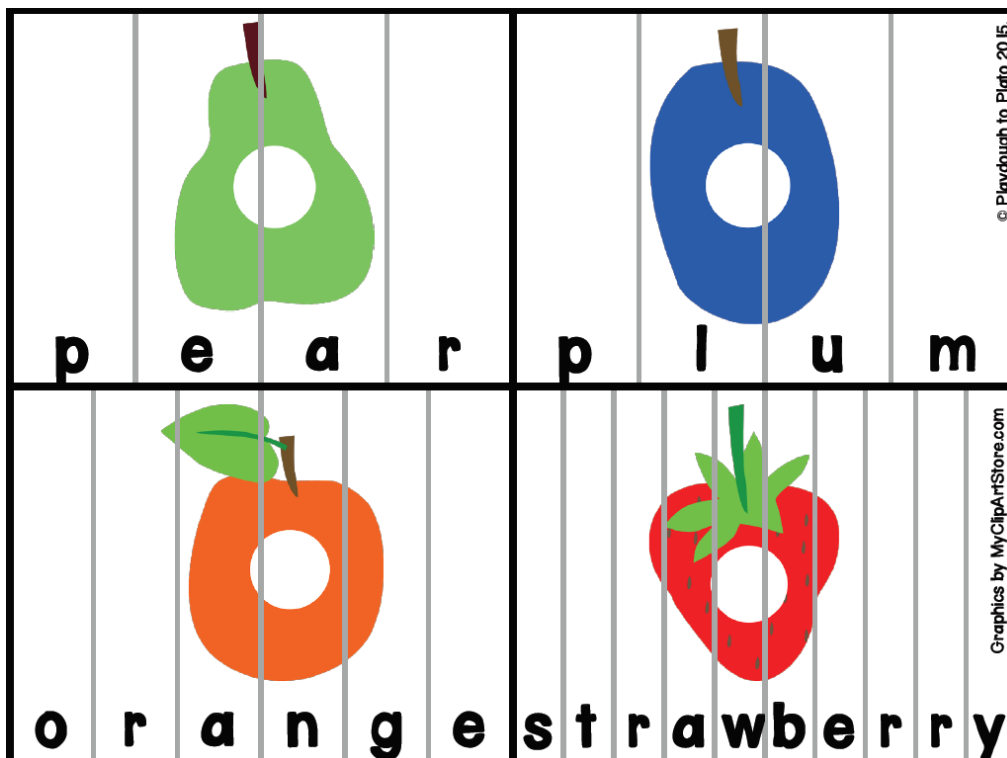


Imagen obtained from: <https://www.playdoughtoplato.com/>

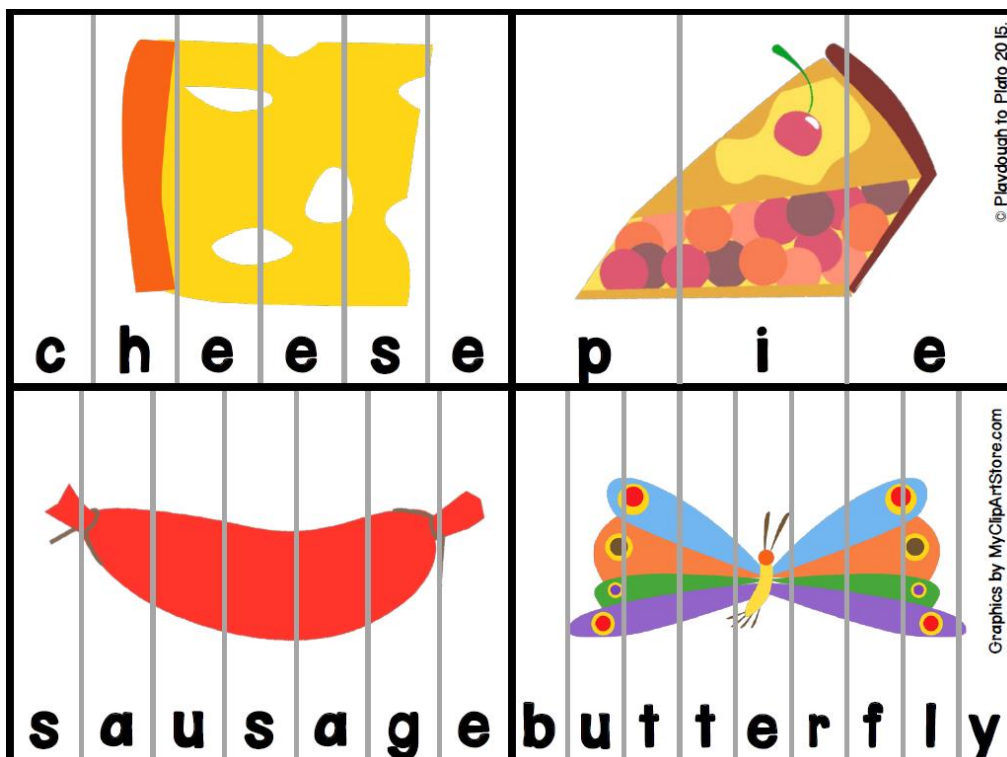


Imagen obtained from: <https://www.playdoughtoplato.com/>

## APPENDIX K. REMEMBER THE STORY

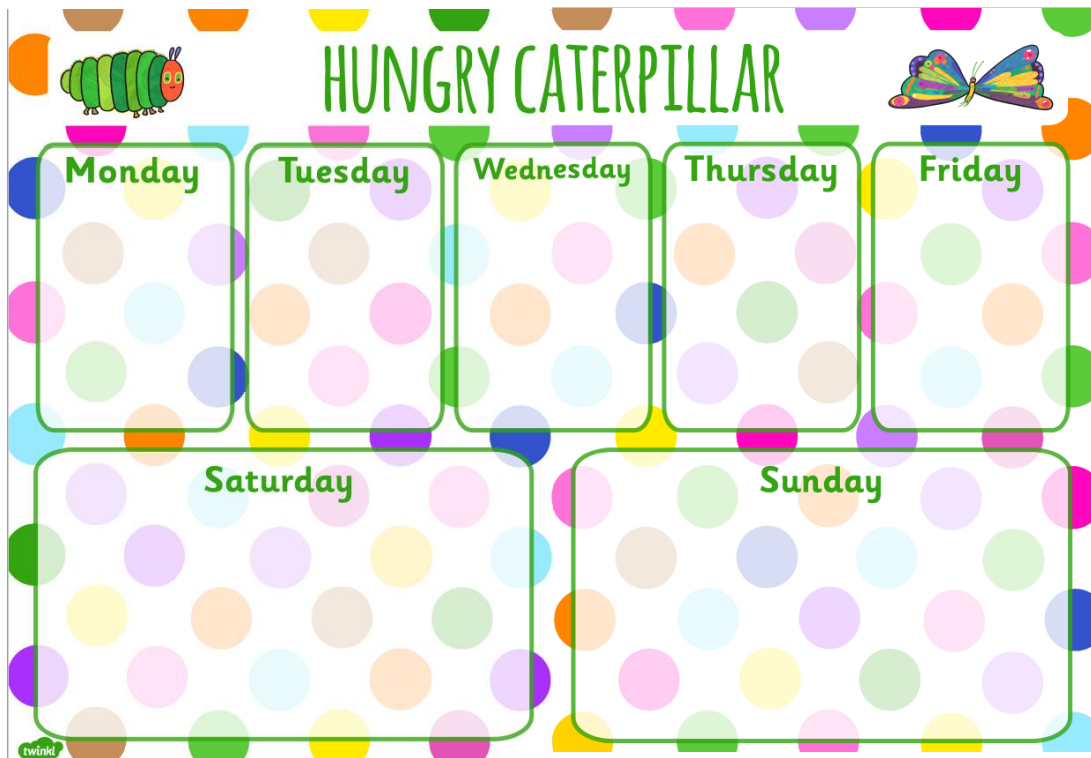
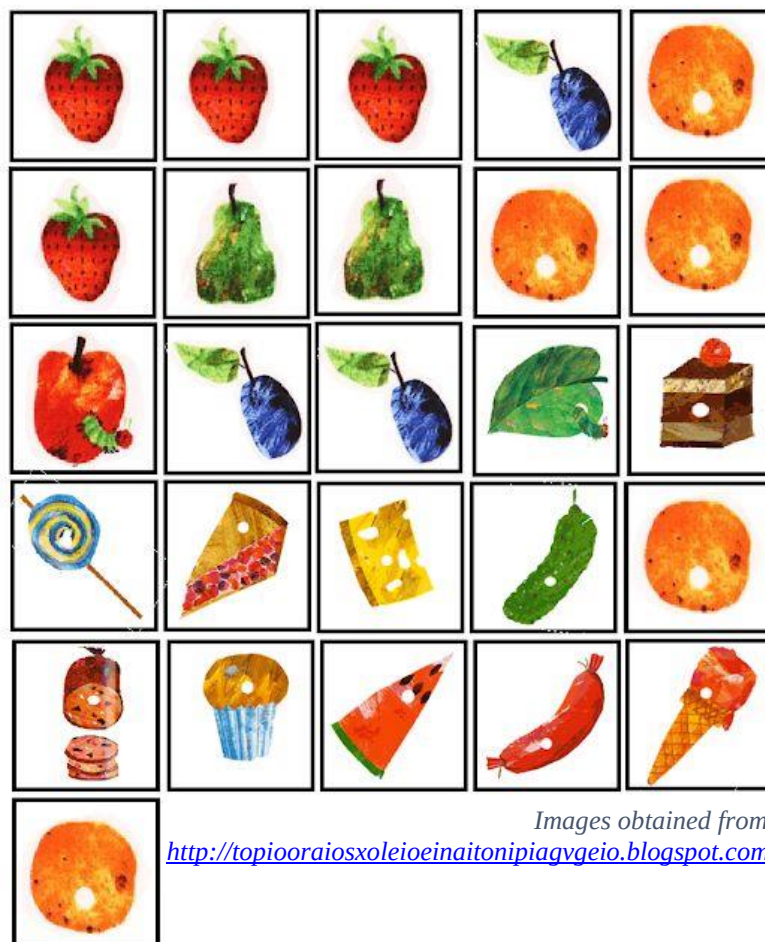
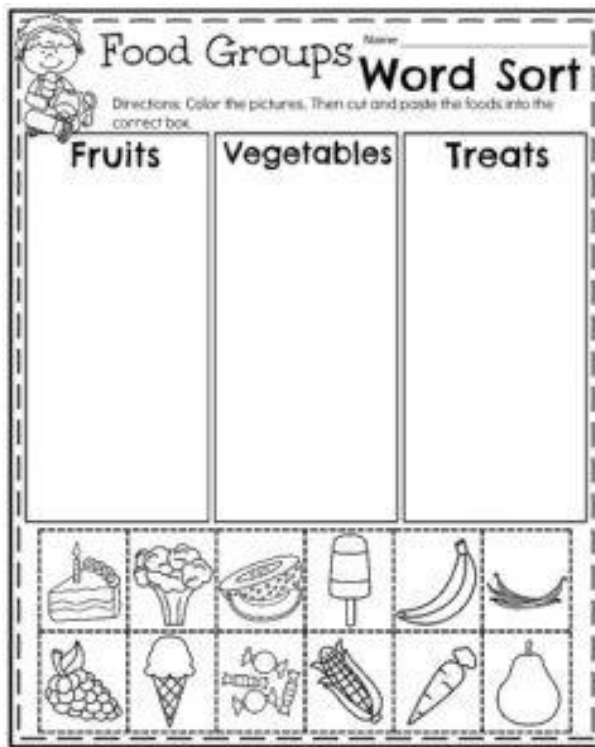


Image obtained from: <https://www.twinkl.es/>

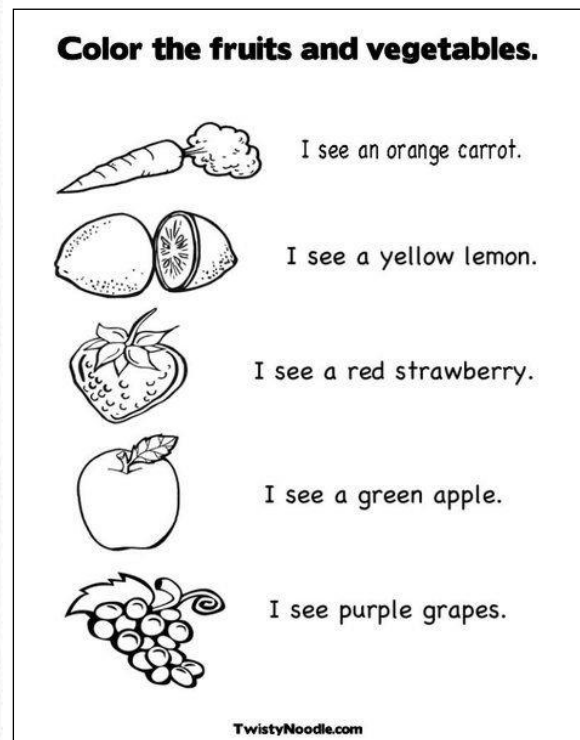


Images obtained from:  
<http://topiooraiosxoleioeinaitonipiagvgeo.blogspot.com/>

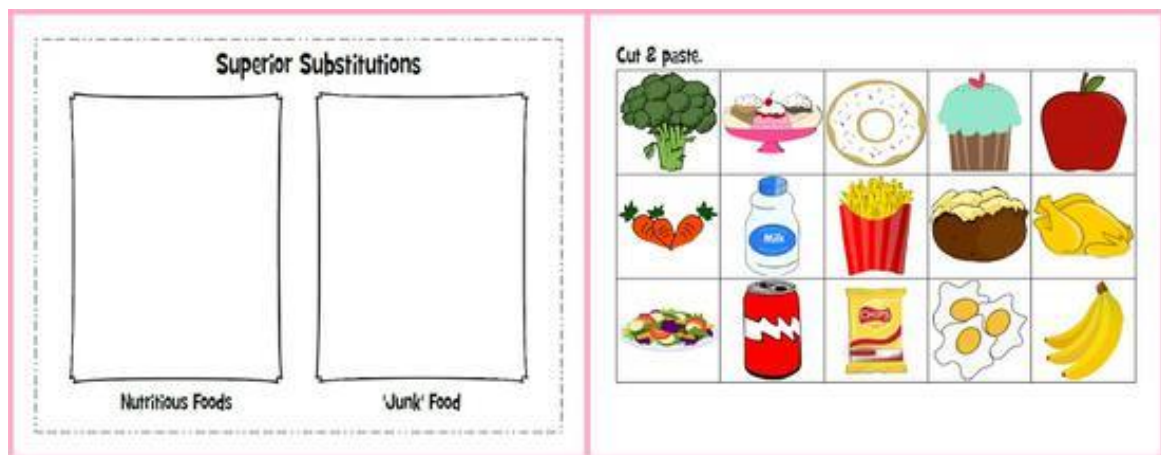
## APPENDIX L. FOOD CLASSIFICATION



Worksheet obtained from: <https://planningplaytime.com/>



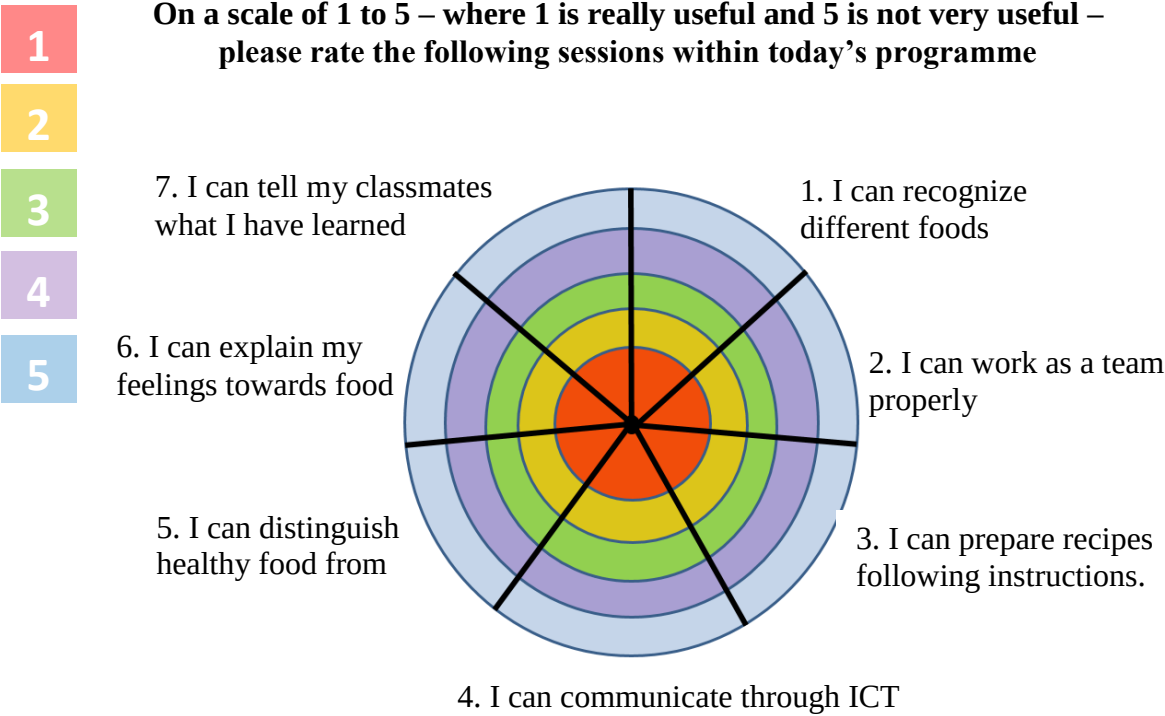
Worksheet obtained from: <https://twistynoodle.com/>



Worksheet obtained from: <https://www.supplyme.com/>



**APPENDIX M. SELF-ASSESSMENT TOOL: TARGET OF EVALUATION**



*Template obtained from Bueno & Plata (2020)*