educàlia editorial

Programació 3r PRIMÀRIA

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ANGLÈS

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1. JUSTIFICATION

This document is a didactic programming addressed to a group of students of the third grade, in Primary Education.

The reason that leads teachers to make a plan is that improvisation has its limits. Teachers may find themselves with nothing to teach. So, it is very important to improve the teaching-learning process. As Gimeno y Sacristán says: "…the design of the programming cannot be understood as mechanical matter, a mere technique or a concrete formula."

The need to carry out a teaching programme that standardizes the teaching-learning process is justified by various reasons such us:

- It helps to eliminate chance and improvisation, which does not mean that everything is closed or predetermined.
- It systematizes orders and specifies the process stated in the educational project and curricular programme, with enough flexibility to leave space for creativity.
- It enables the teacher to adapt teaching work to cultural and environment characteristics of the context.

The Decree 175/2022, dated September 27, establishes a new framework for basic education in Catalonia, marking a significant milestone in the region's educational system. This decree is founded on fundamental pillars aimed not only at imparting knowledge but also at fostering a more inclusive, equitable society that is aware of cultural, sexual, ethnic, and socioeconomic diversity. According to Article 2, Basic Education must be organized around the guiding principles of the Catalan educational system, emphasizing universalization, equity, inclusive education, emotional well-being, and educational guidance. These general principles are deployed to ensure equal access to education, promote an inclusive environment that respects diversity, and foster emotional well-being within the educational community.

The decree also highlights the importance of education that adjusts to the individual needs of each student, allowing for the maximum development of their potentialities and educational continuity. Educational guidance and the promotion of autonomy are key aspects in preparing students to face the world with confidence and competence.

Article 3 introduces the pedagogical principles that underpin the Basic Education curriculum, highlighting six key vectors: competency-based learning, gender perspective, curriculum universality, quality of language education, democratic citizenship and global awareness, and emotional well-being. These vectors reflect a commitment to an education that focuses not only on academic learning but also on the formation of individuals capable of understanding and acting in the world in a responsible and conscious

manner. The aim is to promote a comprehensive education that prepares students for future challenges, emphasizing the development of key competencies, gender equality, inclusion, linguistic competence, active citizenship, and emotional well-being.

This holistic approach to basic education is a clear indication of Catalonia's effort to adapt to the changing needs of its society and to prepare its youth to contribute meaningfully in a globalized world. The implementation of these principles and key vectors in the curriculum seeks not only to improve educational quality but also to foster a more understanding, inclusive, and emotionally secure educational community.

Our document also deals with the pedagogical principles that assume when we teach English at this stage. One of the most important ones is Globalization, English teachers are in contact with other subjects, such as Science, Geography, Music, Art, Maths, etc. Equally, this plan represents the third stage of the curricular development in the area of English as a foreign language in our school. It develops and follows directly the recommendations of the School Plan and coincides with those exposed in *The Common European Framework of Reference for Languages: Learning, Teaching, Evaluation.* In the same way, our Curriculum is flexible and consequently our Syllabus too, but always without improvisation in our actions. The approach we use is the **Communicative Approach** along with the technical **Based-Task Approach** which is recommended by *The Common European Framework of Reference for Languages.*

LEGISLATION
This document is based on existing legislation, both nationally and in the Generalitat de Catalunya. Thus, the curricular model will have a decisive influence on the focus and the design of the programme. The basic legislative acts on which this unit is based are: ▪ Organic Law 3/2020, of December 29, amending Organic Law 2/2006, of May 3, on Education ▪ Royal Decree 157/2022, of March 1, establishing the organization and minimum teachings of Primary Education ▪ Decree 175/2022, of September 27, 2022, on the organization of basic education teachings. ▪ Decree 150/2017, of October 17, on educational attention to students within an inclusive educational system. ▪ Order ENS/164/2016, of June 14, determining the procedure and the formal documents and requirements of the evaluation process in primary education.