

CAMPS FOR CHILDREN

TARGET AUDIENCE: Children aged 4 to 12 living in Castelldefels and surrounding areas.

- Extensive courses: Children recently arrived in Spain enrolled in public or semi-private (*concertados*) schools who need support in Spanish as a foreign language to facilitate their linguistic, academic, and social integration into the school environment.
- Summer camps (*Colonias de verano*): School-aged children who need or wish to reinforce their Spanish as a foreign language through playful, communicative, and cultural activities in a dynamic immersion environment.

LEVELS: From A1 to B1.

FORMAT / MODALITY: Groups of 4 to 10 students.

DURATION AND FREQUENCY:

- Extensive course: School year from September to June divided into 3 terms of 1.5 hours per week.
- Summer camps (*Colonias*): From 1 to 4 weeks, Monday to Friday, 3.5 hours/day + sociocultural and creative workshops.

MATERIALS: Personalized folder.

PROGRESSION:

- Extensive courses: Gradual and playful progression that begins with familiarization with vocabulary and basic structures, continues with the development of oral comprehension and expression through interactive activities, and advances toward simple written production—integrating communicative content, games, and cooperative dynamics to consolidate the use of Spanish in everyday situations.
- Summer camps (*Colonias*): Highly playful and dynamic progression starting with icebreaker games and language activation, continuing with communicative activities, songs, stories, and group dynamics to promote oral comprehension and expression, and including short creative tasks and crafts that allow students to use Spanish naturally in a fun immersion environment.

1. Contenidos y objetivos:

LEVEL A1

Organization of Content

The content of this sublevel is organized with reference to the inventories of the Curricular Plan of the Instituto Cervantes (PCIC) and the descriptors of the Common European Framework of Reference for Languages (CEFR), adapted to the developmental, cognitive, communicative, and socio-emotional characteristics of young learners.

The syllabus prioritizes meaningful learning through experiences that are close to children's reality, fostering the progressive development of communicative competence through play, interaction, exploration, and active participation.

The content is organized around the different components of communicative competence and integrates linguistic development with intercultural competence, learner autonomy, and the student's ability to act as an active member of the group.

Grammatical Component (PCIC)

During this sublevel, students will begin to use basic language structures to meet their first communicative needs.

Among others, the following will be covered:

- Personal pronouns.
- Verbs ser, llamarse, tener, estar, gustar, hay, and other high-frequency verbs.
- Present indicative of the most frequently used regular verbs.
- First irregular verbs used in everyday situations.
- Gender and number.
- Definite and indefinite articles.
- Basic demonstratives.
- Common descriptive adjectives.
- Basic interrogative words.
- Expressing possession.
- Expressing existence and location.
- Basic agreement between noun, article, and adjective.

Pragmatic-Discursive Component (PCIC)

Students will develop the first communicative functions needed to interact in the classroom and in everyday situations appropriate to their age.

They will be able to:

Informative Functions

- Introduce themselves.
- Say their name, age, and nationality.
- Talk about their family.
- Identify objects.
- Describe people, animals, and objects in a very simple way.
- Express basic likes and dislikes.

- Talk about colors, numbers, and sizes.
- Say where things are.

Social Functions

- Greet and say goodbye.
- Say thank you.
- Ask for help.
- Ask for permission.
- Ask for objects.
- Follow simple instructions.
- Participate in games and classroom activities.
- Take turns speaking.

Expressive Functions

- Express happiness, sadness, surprise, or fear using simple expressions.
- Say what they like or do not like.
- Express basic preferences.

Discourse Organization

- Understand and produce very short messages.
- Respond using simple sentences.
- Use basic connectors such as y, también, or pero.

Notional Content (PCIC)

The content will revolve around areas that are close to children's everyday reality.

These include:

- Family.
- Friends.
- School.
- Classroom.
- Toys.
- Animals.
- Parts of the body.
- Clothes.
- Colors.

- Numbers.
- Food.
- Home.
- Daily routines.
- Games.
- Weather.
- Seasons.
- Children's celebrations.

Intercultural Competence (PCIC)

Cultural References

Students will begin to learn about simple aspects of Spanish and Latin American culture related to childhood.

Among others, the following will be covered:

- Greetings and expressions of politeness.
- Children's celebrations.
- Birthdays.
- Traditional games.
- Children's songs.
- Folk tales.
- Celebrations such as Christmas, Carnival, or Halloween, together with celebrations specific to the Hispanic world.

Sociocultural Knowledge and Behaviors

Students will learn to:

- respect basic rules of coexistence;
- accept different ways of living and celebrating;
- value linguistic and cultural diversity;
- show curiosity about other cultures.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- work with classmates from different nationalities;
- respect different customs;
- show interest in learning about other ways of life;

- participate positively in intercultural activities.

The Student as a Social Agent (PCIC)

By the end of sublevel A1.1, the student will be able to:

- participate in simple cooperative activities;
- introduce themselves and get to know other classmates;
- ask for help when needed;
- share materials;
- respect basic rules of coexistence;
- wait for their turn;
- collaborate on small group tasks;
- express basic needs appropriately.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will begin to develop basic strategies for learning a foreign language.

Planning

- Identify the objectives of each activity.
- Understand what they are learning.

Learning Strategies

- Use images to understand vocabulary.
- Associate words with pictures.
- Memorize through songs, stories, and games.
- Repeat simple structures.
- Use gestures to support communication.

Self-Regulation

- Check whether they understand an activity.
- Ask for help when needed.
- Assess in a simple way what they are already able to do.

Cooperative Learning

- Participate in pair games.
- Collaborate in small groups.
- Share materials.
- Help other classmates when possible.

Contexts of Application

The content will be taught through communicative situations related to children's everyday lives, such as:

- introducing themselves and getting to know their classmates;
- participating in cooperative games;
- following classroom routines;
- singing songs and reciting rhymes;
- listening to and acting out stories;
- doing arts and crafts related to the content covered;
- describing people, animals, and objects using images;
- participating in movement games and Total Physical Response (TPR) activities;
- completing small missions and challenges adapted to their age;
- carrying out simple projects related to family, school, seasons, animals, or celebrations.

Recommended Methodologies

Teaching at this sublevel is based on active and participatory methodologies adapted to children's development. Priority is given to approaches that promote motivation, interaction, and meaningful learning, including:

- Play-based learning.
- Total Physical Response (TPR).
- Songs, rhymes, and repetition games.
- Storytelling and dramatization.
- Cooperative learning.
- Gamification.
- Project-based learning through simple projects.
- Classroom routines as a learning context.
- Hands-on and creative activities.
- Use of visual resources, realia, and digital tools adapted to the students' age.

LEVEL A1.2

Grammatical Component (PCIC)

During this sublevel, students will expand their use of basic language structures in order to function with greater autonomy in everyday situations.

Among others, the following will be covered:

- Consolidation of the verbs ser, estar, tener, llamarse, ir, venir, hacer, querer, poder, and gustar.
- Present indicative of frequently used regular and irregular verbs.
- Reflexive verbs related to daily routines.
- The ir a + infinitive construction to express future actions.
- Agreement between noun, article, adjective, and verb.
- Personal and possessive pronouns.
- Demonstratives and basic quantifiers.
- Common adverbs of place, time, and quantity.
- Simple comparatives.
- Common interrogative and exclamatory words.
- Most frequently used prepositions.
- Basic connectors: y, pero, porque, también, después, primero, luego.

Pragmatic-Discursive Component (PCIC)

Students will expand the communicative functions needed to function more confidently both in the classroom and in everyday situations appropriate to their age.

They will be able to:

Informative Functions

- Introduce themselves and introduce other people.
- Talk about their family, friends, and pets.
- Describe people, animals, objects, and places.
- Explain their daily routines.
- Talk about their hobbies and free time.
- Express likes, preferences, and interests.
- Talk about the weather and the seasons.
- Explain what they are going to do using simple future structures.

Social Functions

- Start, maintain, and end brief conversations.
- Invite others and respond to invitations.
- Ask for and offer help.
- Give simple instructions.
- Express basic agreement or disagreement.

- Actively participate in games and cooperative activities.
- Resolve small communicative situations in the classroom.

Expressive Functions

- Express simple emotions and feelings.
- Express surprise, excitement, fear, or anger using common expressions.
- Express preferences and give very simple reasons for their opinions.

Discourse Organization

- Understand and produce short oral and written texts.
- Relate everyday events using linked sentences.
- Use basic connectors to organize information.
- Maintain short communicative exchanges with a certain degree of fluency.

Notional Content (PCIC)

The content will be organized around areas that are close to the students' experiences.

These include:

- Family and friends.
- School and school activities.
- School subjects.
- Home and rooms.
- The city and public places.
- Means of transport.
- Food and healthy habits.
- Daily routines.
- Sport.
- Games.
- Free time.
- Professions.
- Holidays.
- Weather.
- Seasons.
- Celebrations and festivals.
- Environmental care.

Intercultural Competence (PCIC)

Cultural References

Students will expand their knowledge of everyday aspects of Spanish and Latin American culture related to childhood.

Among others, the following will be covered:

- School customs.
- Traditional games.
- Popular festivals.
- Children's food and cuisine.
- Songs and stories.
- Well-known children's characters.
- Family traditions.
- Cultural expressions adapted to their age.

Sociocultural Knowledge and Behaviors

Students will learn to:

- respect different customs and ways of living together;
- value cultural and linguistic diversity;
- understand similarities and differences between cultures;
- participate respectfully in intercultural activities.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- collaborate with classmates from different nationalities;
- show curiosity and interest in other cultures;
- use appropriate expressions of politeness;
- act with respect and empathy in intercultural situations.

The Student as a Social Agent (PCIC)

By the end of sublevel A1.2, the student will be able to:

- actively participate in cooperative activities;
- express simple opinions while respecting those of others;
- collaborate on small classroom projects;
- ask for and offer help;

- resolve small conflicts through dialogue;
- respect shared rules and responsibilities;
- take an active role within the group.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will continue developing basic strategies for learning Spanish in an increasingly autonomous way.

Planning

- Understand the learning objectives of each unit.
- Relate new content to prior knowledge.

Learning Strategies

- Use images, videos, stories, and digital resources to expand vocabulary.
- Organize vocabulary using visual maps and categories.
- Memorize common expressions through games and songs.
- Apply age-appropriate listening and reading comprehension strategies.

Self-Regulation

- Identify the progress they have made.
- Identify difficulties with the teacher's help.
- Use simple self-assessment tools.

Cooperative Learning

- Work in pairs and small groups.
- Share learning strategies.
- Participate in collaborative projects.
- Help and learn from classmates.

Contexts of Application

The content will be taught through communicative situations related to children's everyday lives, such as:

- participating in classroom routines and activities;
- describing people, animals, objects, and places;
- talking about family, friends, and hobbies;
- planning free-time activities;
- acting out stories, dialogues, and short scenes;
- taking part in cooperative and movement games;

- creating simple projects related to school, seasons, animals, sport, or the environment;
- participating in celebrations and cultural activities;
- using digital resources and hands-on materials to solve small communicative challenges.

Recommended Methodologies

Teaching at this sublevel is based on active, participatory, and experiential methodologies adapted to the developmental stage of young learners. Priority is given to approaches that promote motivation, interaction, creativity, and the functional use of Spanish in meaningful situations.

These include:

- Play-based learning.
- Total Physical Response (TPR).
- Cooperative learning.
- Gamification.
- Storytelling and dramatization.
- Project-based learning through simple projects.
- Solving small challenges.
- Creative workshops and hands-on activities.
- Use of songs, videos, and interactive digital resources.
- Classroom routines as a learning context.

LEVEL A2.1

Grammatical Component (PCIC)

During this sublevel, students will expand and consolidate the grammatical resources needed to function with greater autonomy in everyday situations.

Among others, the following will be covered:

- Consolidation of the present indicative.
- Introduction and use of the present perfect.
- Introduction to the preterite (simple past) of the most frequently used verbs.
- Basic contrast between present and past.
- Near future (ir a + infinitive) and initial references to the simple future in common expressions.
- Reflexive verbs.
- Direct and indirect object pronouns in simple structures.
- Basic comparatives and superlatives.
- Quantifiers and adverbs of frequency.

- Expressions of time and space.
- Sequence connectors: first, then, next, finally.
- Simple causal connectors: because, therefore.

Pragmatic-Discursive Component (PCIC)

Students will expand their communicative resources in order to function with greater autonomy both inside and outside the classroom.

They will be able to:

Informative Functions

- Narrate recent and past experiences.
- Talk about their holidays and leisure activities.
- Describe people, places, and events in greater detail.
- Explain routines, habits, and changes.
- Talk about plans and intentions.
- Express preferences and justify simple opinions.
- Give information about their surroundings.

Social Functions

- Actively participate in brief conversations.
- Ask for and give information.
- Make invitations and respond to them.
- Suggest activities.
- Express agreement and disagreement respectfully.
- Collaborate on projects and group work.
- Resolve small conflicts through dialogue.

Expressive Functions

- Express everyday emotions, wishes, and feelings.
- Express excitement, surprise, concern, or anger.
- Explain what they like, what they prefer, and why.

Discourse Organization

- Understand and produce short oral and written texts with a simple structure.
- Narrate events using a logical sequence.
- Use basic connectors to organize information and relate ideas.

Notional Content (PCIC)

The content will be developed around topics that are close to the students' reality.

These include:

- Family and personal relationships.
- School and everyday life.
- The neighborhood and the city.
- Travel and holidays.
- Sports and leisure activities.
- Animals and nature.
- Environmental care.
- Healthy eating.
- Everyday technologies.
- Professions.
- Traditions and celebrations.
- Health and healthy habits.

Intercultural Competence (PCIC)

Cultural References

Students will expand their knowledge of cultural aspects of Spain and the Spanish-speaking world related to children's everyday lives.

Among others, the following will be covered:

- Family and school customs.
- Traditions and popular festivals.
- Cuisine.
- Games and sports.
- Children's music and literature.
- Relevant figures from the cultural and sporting fields.

Sociocultural Knowledge and Behaviors

Students will learn to:

- value cultural diversity as an enriching element;
- respect different ways of life and coexistence;
- recognize similarities and differences between cultures;

- participate with an open and respectful attitude in intercultural contexts.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- communicate with classmates from different cultures;
- collaborate in intercultural activities;
- show empathy and respect towards other customs;
- act responsibly in multicultural contexts.

The Student as a Social Agent (PCIC)

By the end of sublevel A2.1, the student will be able to:

- actively participate in cooperative projects;
- take on small responsibilities within the group;
- express opinions while respecting those of others;
- collaborate in resolving simple conflicts;
- organize tasks with other classmates;
- take the initiative in collective activities.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will progressively develop strategies that promote autonomy in learning.

Planning

- Identify personal learning objectives.
- Organize simple tasks with the teacher's help.

Learning Strategies

- Use graphic organizers and concept maps.
- Expand vocabulary through digital resources and visual dictionaries.
- Apply listening and reading comprehension strategies.
- Relate new content to personal experiences.

Self-Regulation

- Reflect on their own progress.
- Identify frequent errors and learn from them.
- Use simple self-assessment and peer-assessment tools.

Cooperative Learning

- Participate in collaborative projects.

- Share learning strategies.
- Help classmates.
- Value teamwork as a learning tool.

Contexts of Application

The content will be taught through communicative situations related to the students' everyday lives, such as:

- explaining personal experiences and recent events;
- organizing activities with classmates;
- preparing and presenting small classroom projects;
- participating in dramatizations and role-plays;
- creating posters, presentations, and simple digital productions;
- solving cooperative challenges;
- participating in activities related to the environment, health, culture, and traditions;
- carrying out small age-appropriate research projects;
- using digital resources to search for, organize, and present information.

Recommended Methodologies

Teaching at this sublevel is based on active, participatory, and cooperative methodologies that promote the progressive development of students' autonomy and communicative competence.

These include:

- Project-Based Learning (PBL) adapted to the students' age.
- Structured cooperative learning.
- Gamification.
- Solving challenges and simple problems.
- Dramatizations and role-plays.
- Creative workshops and interdisciplinary projects.
- Use of educational digital tools.
- Shared reading and story creation.
- Guided research activities.
- Thinking routines and reflection on learning.

LEVEL A2.2

Grammatical Component (PCIC)

During this sublevel, students will consolidate the content covered in previous levels and expand the linguistic resources needed to function with greater confidence in everyday situations.

Among others, the following will be covered:

- Consolidation of the present indicative.
- Consolidation of the present perfect.
- Expanded use of the preterite (simple past).
- Introduction to the imperfect to describe past situations and habits.
- Basic contrast between the present perfect, preterite (simple past), and imperfect.
- Simple future of the most frequently used verbs.
- Commonly used verbal periphrases.
- Personal direct and indirect object pronouns.
- Comparatives and superlatives.
- Quantifiers and indefinite pronouns.
- Coordinated sentences.
- Introduction to simple causal, temporal, and final subordinate clauses.
- Connectors used to organize and relate ideas: because, therefore, although, when, first, then, finally, in addition.

Pragmatic-Discursive Component (PCIC)

Students will develop communicative strategies that will enable them to participate more autonomously in conversations and activities related to their environment.

They will be able to:

Informative Functions

- Narrate personal experiences and past events.
- Describe people, places, objects, and situations with greater precision.
- Explain habits and changes.
- Talk about projects and intentions.
- Express opinions and justify them in a simple way.
- Give instructions and explain basic procedures.

Social Functions

- Actively participate in everyday conversations.
- Organize activities with other classmates.
- Make suggestions and respond to them.

- Negotiate simple agreements.
- Resolve small conflicts through dialogue.
- Collaborate on projects and shared tasks.

Expressive Functions

- Express emotions, wishes, concerns, and preferences.
- Explain reasons and justify simple decisions.
- Show agreement or disagreement respectfully.

Discourse Organization

- Understand and produce short oral and written texts with greater cohesion.
- Relate experiences using different verb tenses.
- Organize information using simple connectors.
- Participate in communicative exchanges with greater fluency.

Notional Content (PCIC)

The content will be organized around areas that are close to the students' experiences.

These include:

- Family and school life.
- Friendship and personal relationships.
- Leisure and free time.
- Travel and holidays.
- Sport and healthy habits.
- Food.
- Nature and the environment.
- Technology and the media.
- The city and services.
- Professions.
- Solidarity and coexistence.
- Traditions and celebrations of the Spanish-speaking world.

Intercultural Competence (PCIC)

Cultural References

Students will expand their knowledge of cultural aspects of Spain and Spanish-speaking countries related to everyday life, customs, and traditions.

Among others, the following will be covered:

- Popular festivals.
- Cuisine.
- Children's music and literature.
- Sports.
- Notable figures from culture, science, and sport.
- Cultural expressions specific to the Spanish-speaking world.

Sociocultural Knowledge and Behaviors

Students will learn to:

- understand different ways of life and coexistence;
- value cultural and linguistic diversity;
- respect different points of view;
- participate responsibly in intercultural contexts.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- communicate effectively with classmates from different cultures;
- act with empathy and respect;
- collaborate on intercultural projects;
- value diversity as a source of learning.

The Student as a Social Agent (PCIC)

By the end of sublevel A2.2, the student will be able to:

- actively collaborate on projects and cooperative tasks;
- express opinions and provide simple arguments to support them;
- take on responsibilities within the group;
- participate in the resolution of conflicts through dialogue;
- organize activities together with other classmates;
- act respectfully and responsibly in different social contexts.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will consolidate strategies that promote increasingly autonomous learning.

Planning

- Set personal learning objectives.
- Organize tasks and working time with teacher support.

Learning Strategies

- Use different age-appropriate sources of information.
- Expand vocabulary through printed and digital resources.
- Apply strategies for oral and written comprehension and production.
- Relate new learning to personal experiences.

Self-Regulation

- Reflect on their progress and difficulties.
- Use simple self-assessment and peer-assessment tools.
- Correct frequent errors with the help of the teacher and classmates.

Cooperative Learning

- Actively participate in group projects.
- Share learning strategies.
- Take on different roles within the team.
- Value cooperative work as a learning tool.

Contexts of Application

The content will be taught through communicative situations that are close to the students' reality, such as:

- explaining personal experiences and past events;
- planning activities and projects with classmates;
- participating in guided discussions and conversations about topics of interest;
- preparing oral presentations and short written texts;
- carrying out simple research using different sources;
- participating in projects related to culture, the environment, science, or coexistence;
- representing situations through dramatizations and role-plays;
- solving cooperative challenges and completing team-based communicative tasks;
- using digital tools to search for, organize, and present information.

Recommended Methodologies

Teaching at this sublevel is based on active, cooperative, and inclusive methodologies that promote the progressive development of students' autonomy, critical thinking, and communicative competence.

These include:

- Project-Based Learning (PBL).
- Structured cooperative learning.
- Challenge-Based Learning (CBL) adapted to the students' age.
- Gamification.
- Dramatizations and simulations.
- Problem-solving.
- Oral and written expression workshops.
- Guided research.
- Use of educational digital tools.
- Thinking routines and reflection on learning.

LEVEL B1.1

Grammatical Component (PCIC)

During this sublevel, students will consolidate the content corresponding to level A2 and expand the grammatical resources needed to communicate with greater accuracy and autonomy.

Among others, the following will be covered:

- Consolidation of the present indicative.
- Consolidation of the present perfect, preterite (simple past), and imperfect, as well as their main contrasts.
- Simple future.
- Simple conditional in its most common uses.
- Common verbal periphrases (ir a + infinitive, tener que + infinitive, deber + infinitive, poder + infinitive, acabar de + infinitive, estar + gerund).
- Introduction to the present subjunctive in frequently used expressions of desire, recommendation, evaluation, and purpose.
- Personal direct and indirect object pronouns.
- Coordinated and simple subordinate clauses (causal, temporal, final, conditional, and relative clauses).
- Comparatives and superlatives.
- Connectors for organizing discourse: además, sin embargo, por eso, aunque, mientras, cuando, después, finalmente, entonces.

Pragmatic-Discursive Component (PCIC)

Students will develop communicative resources that will enable them to function autonomously in situations related to their school, family, and social lives.

They will be able to:

Informative Functions

- Narrate personal experiences and past events.
- Explain projects, experiences, and future plans.
- Describe people, places, objects, and situations in detail.
- Express opinions and justify them.
- Give instructions and explain procedures.
- Summarize simple information from oral and written texts.

Social Functions

- Actively participate in conversations and guided debates.
- Suggest activities and negotiate agreements.
- Ask for and offer help.
- Resolve disagreements through dialogue.
- Collaborate on group projects.
- Participate in oral presentations and talks.

Expressive Functions

- Express feelings, emotions, and moods.
- Express wishes, preferences, and interests.
- Explain simple causes and consequences.
- Make recommendations and give advice.

Discourse Organization

- Understand and produce longer oral and written texts.
- Organize information clearly.
- Relate ideas using a variety of connectors.
- Adapt discourse to different communicative situations.

Notional Content (PCIC)

The content will be developed around topics that are close to the students and appropriate to their developmental stage.

These include:

- Personal identity and social relationships.
- Family and friendship.

- School and education.
- Leisure, sport, and culture.
- Travel and discovering other cultures.
- Health and well-being.
- Nature and sustainability.
- Science and technology.
- The media.
- Solidarity and coexistence.
- Children's rights and responsibilities.
- Traditions and cultural expressions of the Spanish-speaking world.

Intercultural Competence (PCIC)

Cultural References

Students will expand their knowledge of the cultural diversity of the Spanish-speaking world through cultural expressions adapted to their age.

Among others, the following will be covered:

- Festivals and traditions.
- Cuisine.
- Children's and young adult literature.
- Music, film, and art.
- Sports and notable figures.
- School and family customs.
- Geographical and cultural diversity of Spanish-speaking countries.

Sociocultural Knowledge and Behaviors

Students will learn to:

- understand and respect different ways of life;
- value cultural and linguistic diversity;
- interpret behaviors specific to different cultural contexts;
- participate with an open and respectful attitude in intercultural situations.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- communicate effectively in multicultural contexts;

- show empathy towards different perspectives;
- collaborate on intercultural projects;
- reflect on similarities and differences between cultures.

The Student as a Social Agent (PCIC)

By the end of sublevel B1.1, the student will be able to:

- participate responsibly in cooperative projects;
- take on different roles within the group;
- express well-supported opinions while respecting those of others;
- collaborate in resolving conflicts through dialogue;
- actively participate in organizing classroom activities;
- act with responsibility, initiative, and respect in different social contexts.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will consolidate strategies that promote increasingly autonomous and reflective learning.

Planning

- Set personal learning objectives.
- Organize individual and cooperative work.

Learning Strategies

- Use different printed and digital sources of information.
- Expand vocabulary through classification and contextualization strategies.
- Apply oral and written comprehension and production strategies.
- Relate new learning to prior knowledge.

Self-Regulation

- Assess their own progress using self-assessment tools.
- Identify strengths and areas for improvement.
- Apply strategies for reviewing and correcting errors.

Cooperative Learning

- Actively participate in collaborative projects.
- Share strategies and resources.
- Take on responsibilities within the group.
- Value cooperative work as a learning tool.

Contexts of Application

The content will be taught through authentic and meaningful communicative situations, such as:

- participating in cooperative and interdisciplinary projects;
- preparing and delivering oral presentations;
- discussing topics related to their interests;
- writing stories, diaries, interviews, and short articles;
- developing projects related to science, culture, the environment, or coexistence;
- participating in dramatizations and simulations of real-life situations;
- searching for, selecting, and presenting information using digital tools;
- collaborating in intercultural activities with students from different backgrounds;
- solving communicative challenges through teamwork.

Recommended Methodologies

Teaching at this sublevel is based on active, inclusive, and participatory methodologies that promote the development of autonomy, communicative competence, and critical thinking.

These include:

- Project-Based Learning (PBL).
- Challenge-Based Learning (CBL).
- Structured cooperative learning.
- Problem-based learning using simple problems.
- Guided debates and dialogic discussions.
- Dramatizations and simulations.
- Guided research.
- Use of digital tools for content creation.
- Learning portfolio and self-assessment.
- Thinking routines and thinking skills.

LEVEL B1.2

Grammatical Component (PCIC)

During this sublevel, students will consolidate the content corresponding to level B1 and expand the linguistic resources needed to communicate with greater accuracy, fluency, and flexibility.

Among others, the following will be covered:

- Consolidation of the present indicative.

- Consolidation of the past tenses: present perfect, preterite (simple past), imperfect, and pluperfect.
- Consolidation of the simple future and simple conditional.
- Consolidation of commonly used verbal periphrases.
- Expanded use of the present subjunctive in expressions of desire, evaluation, recommendation, purpose, influence, and emotion.
- Introduction to the contrast between indicative and subjunctive in common contexts.
- Personal direct and indirect object pronouns.
- Reported speech in simple situations.
- Frequently used causal, temporal, final, concessive, conditional, and relative subordinate clauses.
- Connectors for organizing and developing arguments: además, sin embargo, aunque, por eso, por lo tanto, mientras, cuando, en primer lugar, finalmente, por ejemplo.

Pragmatic-Discursive Component (PCIC)

Students will expand the resources needed to function autonomously in situations related to school, social, and cultural life.

They will be able to:

Informative Functions

- Narrate experiences and events with greater accuracy.
- Describe people, places, objects, and situations using a broader vocabulary.
- Explain projects, processes, and experiences.
- Express opinions and justify them using simple arguments.
- Summarize information from different texts.
- Compare situations and establish relationships between events.

Social Functions

- Actively participate in everyday conversations and guided debates.
- Negotiate simple agreements and make decisions as a group.
- Make proposals and respond to them.
- Cooperate on classroom projects.
- Resolve disagreements through dialogue and mediation.
- Adapt their communication to different interlocutors and situations.

Expressive Functions

- Express feelings, emotions, and moods with greater precision.

- Express wishes, expectations, agreement, and disagreement.
- Make recommendations and give advice.
- Express causes, consequences, and simple hypotheses.

Discourse Organization

- Understand and produce cohesive oral and written texts.
- Organize information clearly and coherently.
- Use a wider variety of connectors.
- Adapt discourse to the communicative purpose and the intended audience.

Notional Content (PCIC)

The content will be developed around areas that are close to the students' reality and interests.

These include:

- Personal identity and growing up.
- Family and social relationships.
- School and academic life.
- Leisure, sport, and culture.
- Travel and cultural exchange.
- Science and technology.
- The environment and sustainability.
- Health and well-being.
- Solidarity, participation, and coexistence.
- The media and digital networks.
- Children's rights.
- The cultural heritage of the Spanish-speaking world.

Intercultural Competence (PCIC)

Cultural References

Students will deepen their knowledge of the cultural diversity of the Spanish-speaking world through cultural expressions adapted to their age.

Among others, the following will be covered:

- Traditions and celebrations.
- Children's and young adult literature.
- Music, film, and artistic expressions.

- Notable figures from culture, science, and sport.
- Geographical, linguistic, and cultural diversity of Spanish-speaking countries.
- Customs related to everyday and school life.

Sociocultural Knowledge and Behaviors

Students will learn to:

- understand different cultural perspectives;
- respect linguistic and cultural diversity;
- value dialogue as a tool for coexistence;
- act responsibly in multicultural contexts.

Intercultural Skills and Attitudes

Students will progressively develop the ability to:

- communicate naturally in multicultural contexts;
- collaborate on intercultural projects;
- show empathy and respect towards different ways of life;
- reflect on their own culture and those of others.

The Student as a Social Agent (PCIC)

By the end of sublevel B1.2, the student will be able to:

- actively and responsibly participate in cooperative projects;
- take on different roles within a team;
- express and defend opinions using simple arguments;
- collaborate in resolving conflicts through dialogue;
- participate in activities involving representation, mediation, and collaboration;
- act with initiative, respect, and responsibility in different social contexts.

The Student as an Autonomous Learner (PCIC)

During this sublevel, students will consolidate strategies that promote autonomous, reflective, and increasingly effective learning.

Planning

- Set personal learning objectives.
- Organize individual and cooperative work responsibly.

Learning Strategies

- Use a variety of printed and digital sources of information.

- Select and organize relevant information.
- Expand their lexical repertoire through contextualization strategies.
- Apply oral and written comprehension and production strategies.

Self-Regulation

- Reflect on their own learning process.
- Use self-assessment and peer-assessment tools.
- Review and improve oral and written productions.
- Develop strategies for overcoming learning difficulties.

Cooperative Learning

- Participate in more complex collaborative projects.
- Share strategies and resources with classmates.
- Take on responsibilities within the group.
- Value cooperative learning as a tool for improving communication.

Contexts of Application

The content will be taught through authentic and meaningful communicative situations, such as:

- participating in cooperative and interdisciplinary projects;
- preparing and delivering oral presentations and digital presentations;
- discussing topics related to current affairs, coexistence, culture, or the environment;
- writing stories, interviews, news reports, diaries, and age-appropriate opinion texts;
- developing guided research projects;
- participating in dramatizations, simulations, and mediation activities;
- using digital tools to search for, select, organize, and present information;
- collaborating on intercultural projects with students from different backgrounds;
- solving communicative challenges through cooperative work.

Recommended Methodologies

Teaching at this sublevel is based on active, cooperative, and inclusive methodologies that promote the consolidation of autonomy, communicative competence, and critical thinking.

These include:

- Project-Based Learning (PBL).
- Challenge-Based Learning (CBL).
- Structured cooperative learning.

- Problem-based learning.
- Guided debates and dialogic discussions.
- Dramatizations, simulations, and mediation activities.
- Guided research and discovery-based learning.
- Creation of digital products (presentations, videos, podcasts, or digital posters).
- Learning portfolio.
- Thinking routines and thinking skills.

2. Specific objectives:

LEVEL

A1+/A2 BEGINNER

Student performance
and level of achievement

By the end of this level, the student will be able to manage themselves in common situations related to school, leisure, and social relationships.

Objectives

- Talk about personal experiences.
- Describe everyday activities.
- Narrate recent events.
- Express simple opinions.
- Participate in common social interactions.
- Write simple texts.

Conditions and restrictions

- Uses limited linguistic repertoires.
- Can maintain brief exchanges.
- Experiences difficulties when faced with unexpected situations.

3. Assessment and grading criteria and procedures

Assessment and grading criteria and procedures

Assessment of learning in Spanish for Children courses is continuous, formative, and comprehensive, and aims to assess each student's individual progress in developing their communicative competence in Spanish. It is based on the systematic observation of students' performance during classroom activities, communicative tasks, projects, and age-appropriate interaction situations. Assessment criteria are formulated as observable and verifiable indicators, consistent with the objectives and learning outcomes established for each level.

By the end of the course, the student will be able to demonstrate that they can:

Listening comprehension

- Understands instructions and common directions used in the classroom.
- Understands words, expressions, and messages related to topics close to their reality and appropriate to their age.
- Identifies the main information in stories, songs, videos, and narratives adapted to their level.
- Understands questions and instructions given by the teacher and their classmates.
- Follows the development of activities and communicative games using Spanish as the language of interaction.

Reading comprehension

- Understands words, sentences, and short texts appropriate to their level of development.
- Identifies specific information in stories, posters, comics, worksheets, and adapted materials.
- Understands simple written instructions for carrying out classroom activities.
- Relates written texts to images and other visual supports.
- Uses basic strategies to understand the meaning of words through context and visual resources.

Oral expression and interaction

- Actively participates in oral activities, games, songs, role-plays, and projects.
- Answers and asks simple questions related to their environment, interests, and experiences.
- Describes people, objects, places, and situations using the vocabulary and structures appropriate to their level.
- Interacts with the teacher and classmates using appropriate expressions to collaborate, ask for help, and participate in shared tasks.
- Pronounces the vocabulary and expressions practised in class in an understandable manner.
- Progressively uses Spanish as a language of communication during classroom activities.

Written expression and interaction

- Writes words, sentences, and short texts appropriate to their level.
- Completes written activities using the vocabulary and structures learned.
- Produces short descriptions, narratives, or messages related to the content covered.
- Organises information clearly using models adapted to their age.
- Reviews their written work with the help of the teacher and progressively applies the corrections suggested.

Strategic competence and autonomous learning

- Participates with interest and consistency in the activities proposed.
- Uses simple strategies to understand messages and express ideas when encountering difficulties.
- Collaborates with classmates, respecting speaking turns and the rules of cooperative work.
- Uses the manipulatives, digital resources, and authentic materials provided by the centre to reinforce their learning.
- Reflects on their progress through self-assessment activities adapted to their age.
- Shows increasing initiative and autonomy in carrying out tasks.

Intercultural competence

- Shows curiosity and interest in the Spanish language and Spanish-speaking cultures.
- Participates in cultural activities, celebrations, and projects related to the Spanish-speaking world.
- Respects the cultural and linguistic differences present in the classroom.
- Cooperates with classmates of different nationalities, demonstrating attitudes of respect, empathy, and inclusion.
- Positively values cultural diversity as part of the learning process.

Assessment instruments

The extent to which these criteria have been achieved is assessed through:

- Systematic observation of the student's performance during classroom activities.
- Games, communicative activities, and play-based activities.
- Songs, role-plays, and storytelling.
- Individual and collaborative projects.
- Oral and written productions adapted to the students' age and level.
- Student portfolios and the collection of learning evidence.
- Rubrics and observation checklists prepared by teachers.
- Self-assessment and peer-assessment activities adapted to the students' age.

- Participation in cultural activities organised by the centre.
- Periodic progress reports and final assessment in accordance with the procedures established by the centre.

1. Level A1.1

Assessment criteria

By the end of A1.1, the student will be able to understand and use very simple expressions related to their immediate environment, participating in basic communicative activities with the support of the teacher, visual resources, and classroom routines, while demonstrating a positive attitude towards learning Spanish.

Listening comprehension

The student:

- Understands greetings, farewells, and common expressions used in the classroom.
- Recognises simple instructions accompanied by gestures or visual support.
- Identifies words and expressions related to their immediate environment (family, school, colours, numbers, animals, food, toys, parts of the body, etc.).
- Understands very simple questions asked by the teacher or classmates.
- Follows the development of games, songs, stories, and activities adapted to their age, using Spanish as the language of communication.

Reading comprehension

The student:

- Recognises words and expressions practised during the course.
- Relates words to images and other visual supports.
- Understands very short written instructions for carrying out simple activities.
- Identifies basic information in posters, worksheets, and adapted materials.
- Recognises the vocabulary practised in class within short illustrated texts.

Oral expression and interaction

The student:

- Greets, says goodbye, and uses basic expressions of politeness.
- Says their name and age and provides very simple information about themselves.
- Answers simple questions using words, memorised expressions, or very short sentences.
- Names objects, people, and actions related to the content covered.
- Actively participates in songs, games, role-plays, and oral activities.
- Progressively uses Spanish during regular classroom routines.

Written expression and interaction

The student:

- Correctly copies words and expressions practised in class.
- Completes activities using familiar vocabulary.
- Writes words, labels, and very simple sentences following models.
- Relates images to basic words or expressions.
- Presents their written work neatly and carefully.

Strategic competence and autonomous learning

The student:

- Participates with interest in the activities proposed.
- Uses images, gestures, and other forms of support to understand and communicate.
- Asks for help when needed using simple expressions.
- Respects speaking turns and the basic rules of classroom coexistence.
- Shows curiosity and initiative in learning new words and expressions in Spanish.

Intercultural competence

The student:

- Shows interest in the Spanish language and Spanish-speaking cultures.
- Participates in songs, stories, celebrations, and cultural activities adapted to their age.
- Respects the cultural and linguistic differences present in the classroom.
- Collaborates with classmates, demonstrating attitudes of respect and cooperation.
- Values diversity as a natural part of language learning.

Methodological observation

The assessment criteria for A1.1 are evaluated through the systematic observation of students' performance during classroom activities, communicative games, songs, role-plays, stories, simple projects, oral and written productions adapted to their age, as well as through guided self-assessment activities and continuous monitoring carried out by teachers, in accordance with the Teaching Plan and the centre's assessment procedures.

1. Level A1.2

Assessment Criteria

Upon completion of **A1.2 level**, the student will be able to understand and use simple expressions and phrases to communicate in familiar situations in their environment, participating with greater autonomy in oral and written activities, and using Spanish as the language of interaction in the classroom's usual routines and tasks.

Listening Comprehension

The student:

- Understands instructions and usual classroom directions given in Spanish without the need for constant support.
- Identifies the main information in conversations, stories, songs and videos adapted to their age.
- Understands questions related to their experiences, likes, routines and immediate surroundings.
- Recognises vocabulary and expressions related to the content covered during the course.
- Follows the development of activities, games and projects using Spanish as the usual language of communication.

Reading Comprehension

The student:

- Understands sentences and short texts related to familiar topics.
- Identifies specific information in stories, dialogues, comics, posters and adapted worksheets.
- Understands written instructions for carrying out classroom activities.
- Relates written information to images, diagrams and other visual supports.
- Uses simple strategies to infer the meaning of words from context.

Oral Expression and Interaction

The student:

- Actively participates in simple conversations related to their everyday life.
- Asks and answers questions about their family, friends, school, hobbies and experiences.
- Describes people, objects, animals and places using simple sentences.
- Expresses likes, preferences, needs and emotions using structures appropriate to the level.
- Participates in role-plays, cooperative games and projects using Spanish with increasing confidence.
- Interacts with classmates, respecting speaking turns and collaborating on group tasks.

Written Expression and Interaction

The student:

- Writes sentences and short texts related to the content covered.

- Completes dialogues, descriptions and activities using the vocabulary learned.
- Writes short personal introductions, descriptions and simple narratives following models.
- Organises information clearly using basic structures.
- Reviews their written work with the teacher's help and incorporates the suggested corrections.

Strategic

Competence and Autonomous Learning

The student:

- Participates with interest and consistency in communicative activities.
- Uses simple strategies to understand messages and express their ideas when they encounter difficulties.
- Uses hands-on materials, digital resources and visual supports to reinforce their learning.
- Reflects on their progress through self-assessment activities adapted to their age.
- Shows increasing autonomy in completing tasks and using Spanish in the classroom.

Intercultural

Competence

The student:

- Shows curiosity about the Spanish language and the cultures of Spanish-speaking countries.
- Actively participates in celebrations, workshops and cultural projects organised in class.
- Respects the cultural and linguistic differences present in the classroom.
- Cooperates with classmates of different nationalities, demonstrating attitudes of respect, empathy and inclusion.
- Values cultural diversity as an opportunity to learn and communicate with others.

Methodological Observation

The assessment criteria for **A1.2 level** are evaluated through systematic observation of students' performance, communicative games, role-plays, songs, cooperative projects, oral and written productions, comprehension activities, the student portfolio, observation rubrics and age-appropriate self-assessment activities, in accordance with the assessment procedures established in the school's **Teaching Plan**.

A2.1 Level

Assessment Criteria

Upon completion of **A2.1 level**, the student will be able to understand and use Spanish in familiar situations related to their everyday, school and social life, communicating with increasing autonomy through simple oral and written exchanges, and actively participating in cooperative classroom activities.

Listening Comprehension

The student:

- Understands simple conversations about familiar topics and topics of interest to their age.

- Identifies the main information and some specific details in stories, videos, songs and adapted presentations.
- Understands explanations and instructions related to classroom activities without the need for constant support.
- Follows conversations between classmates when the topic is familiar.
- Understands questions, descriptions and short narratives related to personal experiences and everyday situations.

Reading Comprehension

The student:

- Understands short, adapted texts related to school, family, free time, holidays and other familiar topics.
- Locates specific information in dialogues, stories, emails, advertisements and short articles.
- Understands instructions for carrying out tasks, games and projects.
- Infers the meaning of unfamiliar words from context and visual supports.
- Identifies the main idea and basic organisation of simple texts.

Oral Expression and Interaction

The student:

- Participates in simple conversations using increasingly complete and varied sentences.
- Describes people, places, objects and events with greater precision.
- Narrates personal experiences and recent events using structures appropriate to the level.
- Expresses likes, preferences, simple opinions and emotions, providing basic justifications.
- Asks questions to obtain information and maintains communicative exchanges with classmates.
- Actively participates in role-plays, dramatizations, cooperative projects and short presentations, using Spanish with increasing confidence.

Written Expression and Interaction

The student:

- Writes short texts such as descriptions, simple narratives, invitations, emails and short stories.
- Organises their ideas following a logical and coherent sequence.
- Uses vocabulary and grammatical structures appropriate to the level with an appropriate degree of accuracy.
- Reviews and improves their written work with the teacher's help and through self-assessment tools.
- Presents their written work in an organised and neat manner.

Strategic Competence and Autonomous Learning

The student:

- Uses comprehension and communication strategies to manage when they encounter difficulties.
- Consults visual resources, adapted dictionaries and digital materials to broaden their learning.

- Actively participates in the planning and implementation of cooperative projects.
- Reflects on their progress and sets small improvement goals with the teacher's help.
- Demonstrates increasing autonomy in completing tasks and using Spanish both inside and outside the classroom.

Intercultural Competence

The student:

- Knows basic aspects of everyday life and traditions in different Spanish-speaking countries.
- Participates in activities related to celebrations, customs and cultural expressions from the Spanish-speaking world.
- Respects cultural differences and values linguistic diversity as an enriching element.
- Cooperates with classmates of different nationalities, demonstrating attitudes of empathy, respect and inclusion.
- Uses the Spanish language as a tool for interacting with people from different cultural backgrounds.

Methodological Observation

The assessment criteria for **A2.1 level** are evaluated through systematic observation of students' performance, cooperative projects, role-plays, oral presentations, oral and written comprehension activities, written productions, the student portfolio, observation rubrics, age-appropriate self-assessments and peer assessments, in accordance with the assessment procedures established in the school's **Teaching Plan**.

This level maintains consistency with the previous levels and demonstrates progression towards more autonomous communication, a greater ability to narrate and describe, and more active participation in collaborative tasks, in accordance with the **CEFR** and **PCIC** descriptors for **A2.1 level**.

2. Level A2.2

Assessment Criteria

Upon completion of **A2.2 level**, the student will be able to understand and use Spanish with sufficient autonomy to participate in everyday communication situations related to their personal, school and social environment, expressing opinions, narrating experiences and collaborating in projects and group activities through increasingly elaborate oral and written exchanges.

Listening Comprehension

The student:

- Understands conversations, explanations and adapted presentations about familiar topics of interest to their age.
- Identifies the main information and relevant details in narratives, videos, stories and audiovisual materials appropriate to their age.
- Understands complex instructions related to tasks, projects and cooperative activities.

- Follows conversations between several speakers when the topic is familiar and the pace is appropriate.
- Recognises different communicative intentions such as inviting, suggesting, explaining, describing or expressing simple opinions.

Reading Comprehension

The student:

- Understands longer adapted texts related to everyday life, school, culture and leisure time.
- Identifies both general information and specific details in different types of texts.
- Understands emails, narratives, descriptions, comics, adapted news articles and instructions.
- Infers the meaning of new vocabulary through context and comprehension strategies.
- Relates and interprets information from different written and visual resources.

Oral Expression and Interaction

The student:

- Participates naturally in conversations about familiar topics related to their everyday life.
- Narrates personal experiences, past events and future plans using structures appropriate to the level.
- Describes people, places, objects and situations with greater precision and a richer range of vocabulary.
- Expresses opinions, preferences, agreement and disagreement, providing simple justifications.
- Asks questions to maintain a conversation and show interest in others' contributions.
- Actively participates in cooperative projects, role-plays, presentations and age-appropriate debates, using Spanish as the usual language of communication.

Written Expression and Interaction

The student:

- Writes short, organised texts such as descriptions, narratives, diaries, emails, invitations and short stories.
- Organises information using basic connectors and a logical sequence.
- Uses the vocabulary and grammatical structures appropriate to the level with increasing accuracy.
- Reviews their written work in order to correct errors and improve the clarity of the message.
- Presents their written work in an organised, creative and careful manner.

Strategic Competence and Autonomous Learning

The student:

- Uses different strategies to understand messages and overcome communication difficulties.
- Selects appropriate printed and digital resources to broaden their learning.
- Participates responsibly in individual and cooperative projects.
- Reflects on their progress through self-assessment activities and sets simple improvement goals.

- Uses Spanish proactively in regular classroom activities and in increasingly varied communicative situations.

Intercultural Competence

The student:

- Knows and compares cultural aspects of different Spanish-speaking countries with their own reality.
- Actively participates in projects related to the culture, traditions and everyday life of the Spanish-speaking world.
- Demonstrates respect and sensitivity towards different ways of life, customs and ways of communicating.
- Cooperates with classmates of different nationalities, promoting an atmosphere of respect, inclusion and collaboration.
- Values learning Spanish as a tool for communicating with and understanding other cultures.

Methodological Observation

The assessment criteria for **A2.2 level** are evaluated through systematic observation of students' performance in meaningful communicative situations, cooperative projects, oral presentations, role-plays, age-appropriate mediation tasks, written productions, oral and written comprehension activities, the student portfolio, observation rubrics, self-assessment, peer assessment and continuous assessment tests, in accordance with the procedures established in the school's **Teaching Plan**.

2.B1.1 Level

Assessment Criteria

Upon completion of **B1.1 level**, the student will be able to understand and use Spanish independently in most everyday communication situations related to their personal, school and social life, actively participating in conversations, projects and cooperative activities, expressing opinions, narrating experiences and communicating confidently in different contexts appropriate to their age.

Listening Comprehension

The student:

- Understands conversations, presentations, accounts and explanations about familiar topics and topics of interest to their age.
- Identifies the main ideas and specific information in videos, podcasts, interviews and adapted audiovisual materials.
- Understands instructions and explanations related to somewhat complex tasks, projects and cooperative activities.
- Follows conversations between several speakers when the topic is familiar and the pace is natural.
- Recognises the speakers' communicative intentions and understands opinions, suggestions, agreements and disagreements expressed clearly.

Reading Comprehension

The student:

- Understands narrative, descriptive and informative texts adapted to their level.
- Locates and interprets relevant information in stories, articles, emails, blogs, comics and other texts appropriate to their age.
- Understands instructions and rules related to school and leisure activities.
- Infers the meaning of unfamiliar vocabulary using context and other comprehension strategies.
- Identifies the overall organisation and communicative purpose of different types of texts.

Oral Expression and Interaction

The student:

- Participates spontaneously in conversations about everyday topics and topics of personal interest.
- Narrates experiences, events and projects using increasingly organised speech.
- Describes people, places, objects and situations with sufficient detail.
- Expresses opinions, preferences and feelings, supporting them with simple arguments.
- Asks questions, maintains the conversation and responds appropriately to classmates' contributions.
- Participates confidently in oral presentations, role-plays, guided debates and cooperative projects, using Spanish as the usual language of communication.

Written Expression and Interaction

The student:

- Writes short, cohesive texts such as narratives, descriptions, emails, diaries, opinions and short stories.
- Organises information using a clear structure and basic connectors appropriate to the level.
- Uses the vocabulary and grammatical structures covered during the course with increasing accuracy.
- Adapts their texts to the communicative purpose and intended audience.
- Reviews and improves their written work by incorporating the guidance received.

Strategic Competence and Autonomous Learning

The student:

- Uses communication strategies to overcome difficulties during oral and written interaction.
- Selects printed and digital resources to broaden and consolidate their learning.
- Actively participates in individual and cooperative projects, taking on responsibilities appropriate to their age.
- Reflects on their progress through self-assessment activities and sets personal improvement goals.
- Demonstrates initiative, responsibility and increasing autonomy in learning Spanish.

Intercultural Competence

The student:

- Knows and values relevant aspects of the culture and everyday life of different Spanish-speaking countries.
- Compares customs, traditions and ways of life with those of their own environment, showing an open and respectful attitude.
- Participates in intercultural activities and projects using Spanish as a tool for communication.
- Cooperates with classmates from different backgrounds, promoting respect, inclusion and teamwork.
- Understands the importance of linguistic and cultural diversity as an enriching element of living together.

Methodological Observation

The assessment criteria for **B1.1 level** are evaluated through systematic observation of students' performance in communicative tasks, cooperative projects, oral presentations, role-plays, guided debates, age-appropriate mediation activities, written productions, the student portfolio, observation rubrics, self-assessment, peer assessment, and continuous and final assessment tests, in accordance with the procedures established in the school's **Teaching Plan**.

3. Level B1.2

Assessment Criteria

Upon completion of **B1.2 level**, the student will be able to communicate confidently and autonomously in most situations related to their personal, school and social life, understanding and producing increasingly elaborate oral and written messages, collaborating effectively with their classmates and using Spanish as the main language of communication in the classroom.

Listening Comprehension

The student:

- Understands conversations, presentations, interviews, reports and adapted narratives about current topics and topics of interest to their age.
- Identifies both the main ideas and specific information in audiovisual materials appropriate to the level.
- Understands explanations, opinions and simple arguments expressed clearly.
- Follows conversations between several speakers and recognises changes in topic, intention and communicative attitude.
- Interprets instructions, rules and explanations related to projects, activities and school situations.

Reading Comprehension

The student:

- Understands narrative, informative, descriptive and argumentative texts adapted to the level.
- Identifies the communicative purpose and overall structure of different types of texts.
- Locates, selects and interprets relevant information in articles, blogs, websites, emails and other documents appropriate to their age.
- Infers the meaning of new vocabulary through context and other comprehension strategies.
- Relates information from different texts in order to complete tasks and projects.

Oral Expression and Interaction

The student:

- Participates spontaneously in conversations about personal, school, cultural and current topics.
- Expresses opinions, preferences, agreement and disagreement using simple and coherent arguments.
- Narrates experiences, events and projects with organised and fluent speech.
- Gives structured oral presentations, using support resources when necessary.
- Interacts effectively with classmates during debates, role-plays, interviews and cooperative projects.
- Adapts their language to the communicative context while respecting basic interaction rules.

Written Expression and Interaction

The student:

- Writes clear and organised texts such as narratives, descriptions, opinions, emails, reviews and short articles.
- Organises information using paragraphs and connectors appropriate to the level.
- Uses the vocabulary and grammatical structures covered during the course with accuracy.
- Adapts the content and register to the intended audience and communicative purpose.
- Reviews and improves their written work by incorporating self-correction strategies and the teacher's guidance.

Strategic Competence and Autonomous Learning

The student:

- Uses comprehension and interaction strategies to overcome communication difficulties independently.
- Selects and uses printed and digital resources to broaden their learning of Spanish.
- Actively participates in cooperative projects, taking on responsibilities and contributing to the group's work.
- Reflects on their strengths and areas for improvement through self-assessment and peer assessment activities.
- Demonstrates initiative, autonomy and responsibility in planning and completing tasks.

Intercultural Competence

The student:

- Understands and values the cultural diversity of the Spanish-speaking world.
- Compares customs, traditions and ways of life in different countries, showing respect and curiosity.
- Participates in intercultural projects using Spanish as a means of communication and collaboration.
- Recognises the importance of respect, empathy and inclusion in multicultural contexts.
- Uses intercultural knowledge to promote appropriate communication with people from different backgrounds.

Methodological Observation

The assessment criteria for **B1.2 level** are evaluated through systematic observation of students' performance in cooperative projects, oral presentations, debates, role-plays, age-appropriate mediation activities, oral and written comprehension tasks, written productions, the student portfolio, assessment rubrics, self-assessment, peer assessment, and continuous and final assessment tests, in accordance with the procedures established in the school's **Teaching Plan**.

4. Teaching Materials and Learning Resources:

Materials and Resources for Children

The courses in the **Spanish Programme for Children** use the **Lola y Leo** collection as reference material, specifically designed for learning Spanish as a foreign language among young learners and adapted to the descriptors of the **Common European Framework of Reference for Languages (CEFR)** and the inventories of the **Curricular Plan of the Instituto Cervantes (PCIC)**.

The textbooks are complemented by teacher-created materials, digital resources, hands-on activities and learning experiences that promote the development of communicative competence through play, interaction and active student participation.

Reference Textbooks

Level

Main Material

A1.1

Lola y Leo 1

A1.2

Lola y Leo 1

A2.1

Lola y Leo 2

A2.2

Lola y Leo 2

B1.1

Lola y Leo 3

B1.2

Lola y Leo 3

B2.1

Teacher-created
materials and supplementary resources adapted to the level

B2.2

Teacher-created
materials and supplementary resources adapted to the level

Supplementary Resources

In addition to the
reference textbooks, teachers use a wide variety of teaching resources adapted
to the developmental characteristics of young learners.

Institutional Resources

- Materials from the **Centro Virtual Cervantes, Mi mundo en palabras** adapted to young learners.
- Activities from **Academia de Español Online**.
- Resources from **ProfeDeELE Kids**.
- Resources from **Clasedeele**.

Digital Resources

- **Wordwall** for vocabulary and grammar games.
- **LearningApps** for interactive activities.
- **Quizlet** for vocabulary learning.
- **Kahoot!** for revision and formative assessment.
- **Genially** for stories, games and interactive presentations.
- **Educaplay** for self-correcting activities.
- **Canva** for creative projects and simple presentations.
- **Liveworksheets** for interactive worksheets.

Audiovisual Resources

- Children's videos from the **Instituto Cervantes**.
- **Smile and Learn**.
- **Rockalingua**.
- **Pocoyó in Spanish**.
- **Peppa Pig in Spanish**.

- **Cantajuego.**
- **Super Simple Español** (when appropriate).
- Songs and educational videos adapted to each level.

Children's Literature

Teachers

progressively incorporate:

- illustrated stories;
- children's picture books;
- graded readers;
- adapted comics;
- short novels for young readers;
- poems, riddles and tongue twisters;
- supplementary reading books appropriate to each level.

Hands-on and Play-Based Resources

- illustrated cards (*flashcards*);
- adapted board games;
- communicative dice;
- vocabulary dominoes;
- language bingo games;
- conversation cards;
- puppets and props for dramatization;
- hands-on materials for projects and workshops.

Cultural Resources

The content is

complemented by activities that promote intercultural competence, such as:

- traditional celebrations from the Spanish-speaking world;
- cooking workshops;
- storytelling sessions;
- theatre and dramatizations;
- arts and crafts;
- cooperative games;
- musical activities;

- age-appropriate cultural outings;
- language treasure hunts;
- projects about festivals, traditions and customs.

Teacher-Created Resources

Teachers at

Idealog design and adapt their own materials to respond to the needs and interests of young learners, including:

- contextualised teaching sequences;
- communicative games;
- vocabulary worksheets;
- listening and reading comprehension activities;
- interdisciplinary projects;
- artistic expression activities;
- cooperative tasks;
- materials for developing intercultural competence;
- age-appropriate observation, self-assessment and peer-assessment tools.

Criteria for Selecting Materials

Materials and

resources are selected according to:

- their suitability for the students' age, cognitive development and level of linguistic competence;
- their coherence with the **CEFR** and the **PCIC**;
- the communicative, action-oriented approach and learning through play and experience;
- the promotion of active participation, creativity and cooperative learning;
- the balanced integration of linguistic, pragmatic, sociocultural and intercultural competences;
- the use of visual, hands-on and digital resources that promote motivation and attention;
- the incorporation of activities that promote the development of the student as a **social agent**, **autonomous learner** and **intercultural speaker**;
- the regular updating of materials and the creation of teacher-developed resources adapted to the needs of each group.