Forum for Across the Curriculum Teaching

FACT

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Contents

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Font: Times New Roman, size 10 pt
Text length: 3 pages (about 5000 characters)
Begin with:
Topic
For which grade the material is
For what purpose the material is
How to use the material
Also send opinions, critics, etc.
Write author's name, position, e-mail

Cite sources in alphabetical order
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Introduction

This collection of primary resources is the combined work of two groups of Erasmus+ teachers who came to our course 'Putting CLIL Into Practice' in October and November 2022 (French and Italian group 17.10.22 - 21.10.22 and Italian and Spanish group 31.10.22 - 04.11.22). Both groups had a similar teaching profile and they came in close succession, so it made sense to collate their work into this jam-packed publication!

The focus was a free choice for these groups with an invitation to develop resources immediately usable back home in their teaching contexts. As the rugby world cup was under way while we worked with the first group, it is no surprise that gender equality was chosen as a focus for one group's resources. A second group wanted to develop Maths CLIL materials and chose number bonds to 10. Lastly, there is a schema for developing a science topic with an accent on recycling.

Our second group of teachers included teachers at the upper end of nursery and lower end of primary, and they chose the topic of relationships to develop resources. The other two mini groups of colleagues both chose Science, the digestive system and vertebrates for their materials work.

But, it wasn't all about teaching methodology and materials! As you know Erasmus+ is about cultural experiences, the language, it's about the flavours, the sounds, the sights and engaging with all that is Bulgarian. I hope we managed to provide these experiences for these dear colleagues through our dancing and music (thank you to Martin at the Plovdiv cultural centre!), through our cooking (yes, we made banitsa!) and the special Bulgarian tastes that the colleagues experienced every day and through the visits to the unique historical and cultural sights that the city of Plovdiv offers.

Needless to say, we worked hard, AND our visitors fell in love with Bulgaria! We hope they come back to visit us again soon!

Enjoy and share please,

Keith

Plovdiv, 27.11.22

PS – as usual, I did all the editing and proofing (with Stefka's trusty help) and so while all the credit should go to our colleagues for their work, any mistakes you find are entirely mine!

1 – Gender Equality in Sports

Geography

- Place on a world map, the most popular sports practiced by pupils
-

Maths

- **Double entry table**
- **Chart graph**
- Percentages
- Data exploitation of pulse measurements

Civilization

- Discover the cultural practices in sports around the world (internet research)
-

Extensions

- Science and Mathematics:
  Measure pulsations during the warming up and compare boys and girls

Gender equality in sports

- ✓ Muriel LEBLANCHE
- ✓ Adélaïde GAUTIER
- ✓ Béatrice DUGY
- ✓ Gaël LE MOULLAC
- ✓ Hélène JEANNEAU

Civic and moral education

- **Debate on equality between boys and girls in sports.**

Repeated activities

- **Song: 'I like…, we like…' (on the 'Brother Jack' song)**
- **Flashcards 'I agree'/'I desagree'**

Physical education

- **Rugby sequence from 'LivretEdusarthe-Scolarugby'** (https://www.pedagogie1d.ac-nantes.fr/medias/fichier/livret-rugby-janvier-2019_1568383046273-doc?ID_FICHE=494279&INLINE=FALSE)

SESSION1: ENGLISH

- *Skills: Learn sports vocabulary*

From Keith Haring's paintings, each pupil draw and cut the shape of the sport he/she practices or prefers.

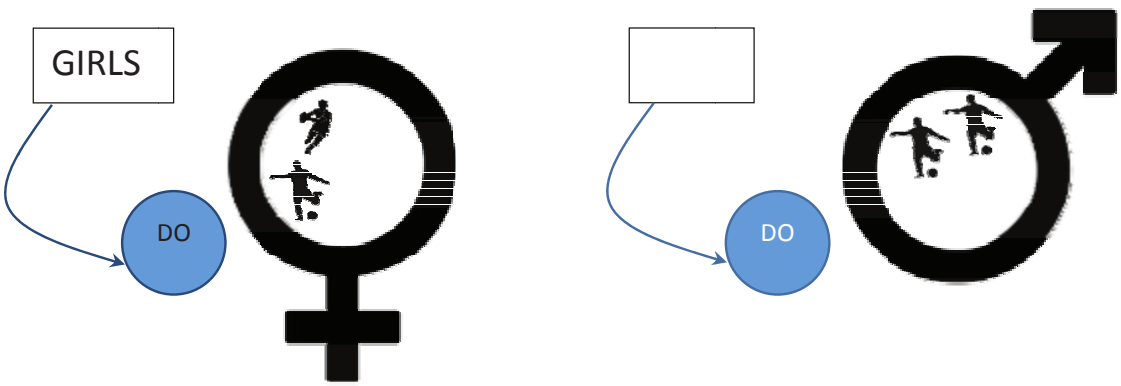
Pupils show their shape and sing the song replacing the sport with their chosen one:

Song: I like football:
(Sing to the melody of 'Brother John' and have the class respond with text in italics in chorus)
I like football, *we like football,*
Why don't you? *Why don't we?*
Let's play together, *let's play together*.
I agree, *we agree.*

SESSION 2: CIVIC AND MORAL EDUCATION

- *Skills: learn vocabulary and language structure, numbers*

Introduce the two symbols:



Each pupil sticks its shape on the right symbol.
At the end, question them "What do you think? What do you observe?"

- Examples: *Many boys do football, 4 girls do dance*.

SESSION 3:MATHS

- *Skills: Organisation of the data in a table, language structure*

In groups, pupils organize their data in a table.

Sports	GIRLS	BOYS
Football	3	5
Dance	4	1
Rugby	0	1
Gymnastic	6	2
TOTAL	13	9

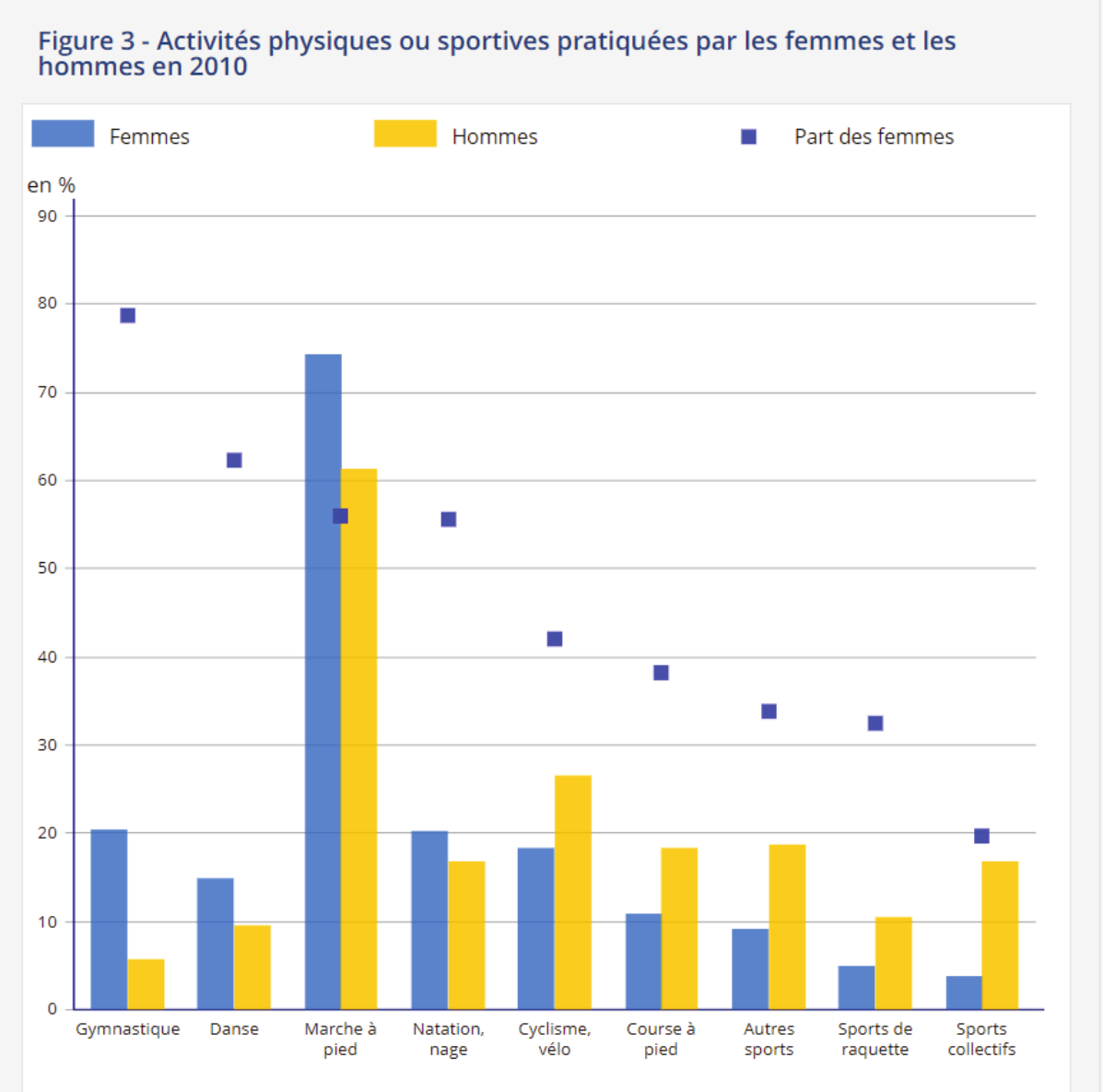
Ask to pupils 'How many (GIRLS/BOYS)do(SPORT)'?

SESSION 4: MATHS

- *Skills: graph the collected data, language structure*

From examples, show pupils how to represent a bar graph and ask them to organize the class data into a bar graph.

Bar graph example:



Source:
https://www.insee.fr/fr/statistiques/3202943#:~:text=Avoir%20un%20niveau%20de%20vie,respectivement%2059%20%25%20et%2060%20%25.

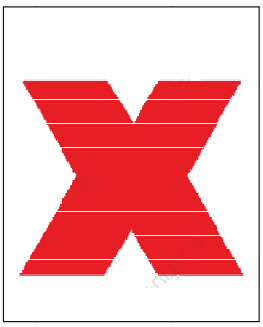
Ask pupils 'How many (GIRLS/BOYS) do (SPORT)'?

- Examples: no girls do yoga, 2 boys do gymnastics…

ROUTINES:

- *Routine 1:*

From the class data, ask pupils to work on these language structures: I agree/I don't agree – I disagree
Each pupil creates two flashcards



Routine 2: the Brother John song

I like football, *we like football,*
Why don't you? *Why don't we?*
Let's play together, *let's play together*.
I agree, *we agree.*

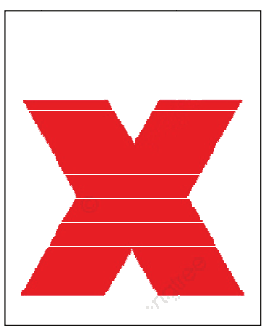
SESSION 5: MORAL AND CIVIC EDUCATION

- *Skills: Pupils debate about their stereotypes in sports*

From the table, teacher tells the 3 sentences written below and ask pupils if they agree or disagree. They answer with flashcards (boy, girl, rugby, dance) accompanied with language:

	I agree	I disagree/ I don't agree
Rugby is a boy's sport	16	8
Dance is a boy's sport	8	16
Girls are better in sport than boys	12	12
…		

Pupils give their answer showing flashcards



One pupil count and write the results.

RUGBY SEQUENCE

During the rugby sequence, at the beginning, the teacher warms up using English orders. After several sessions, one pupil does the warming up. Flashcards can be used to consolidate language.

Examples:

Carried from session 'Mini Rugby' https://app.box.com/s/4ikasj6o00hm9vg8s8tvgprp4w6nwh16

2 – Number Bonds to 10

Laura, Elena, Marie, Pascal

Try to start this lesson in English when you do it in the mother tongue (timing is very important).

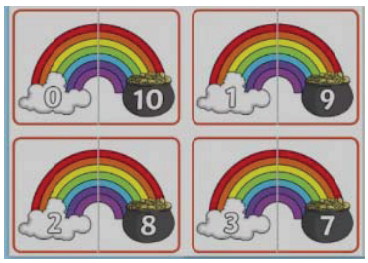
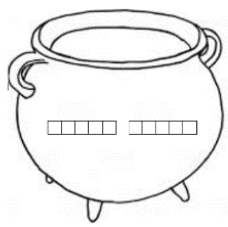
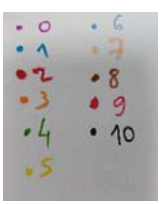
Maths : 'Knowingnumbers'

- Quantities
- Knowledge of cardinal numbers
- Number bonds to 10

Words they should know before the lesson: numbers up to 10. But they can also learn it during this lesson.

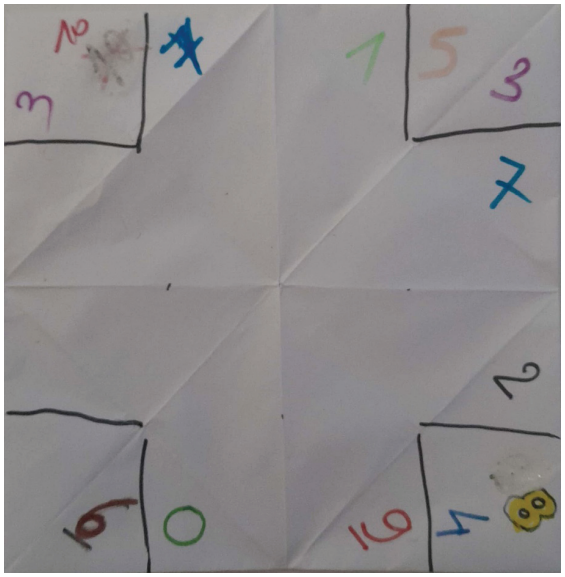
Words they are going to learn:

Sentences: I have …, and you?

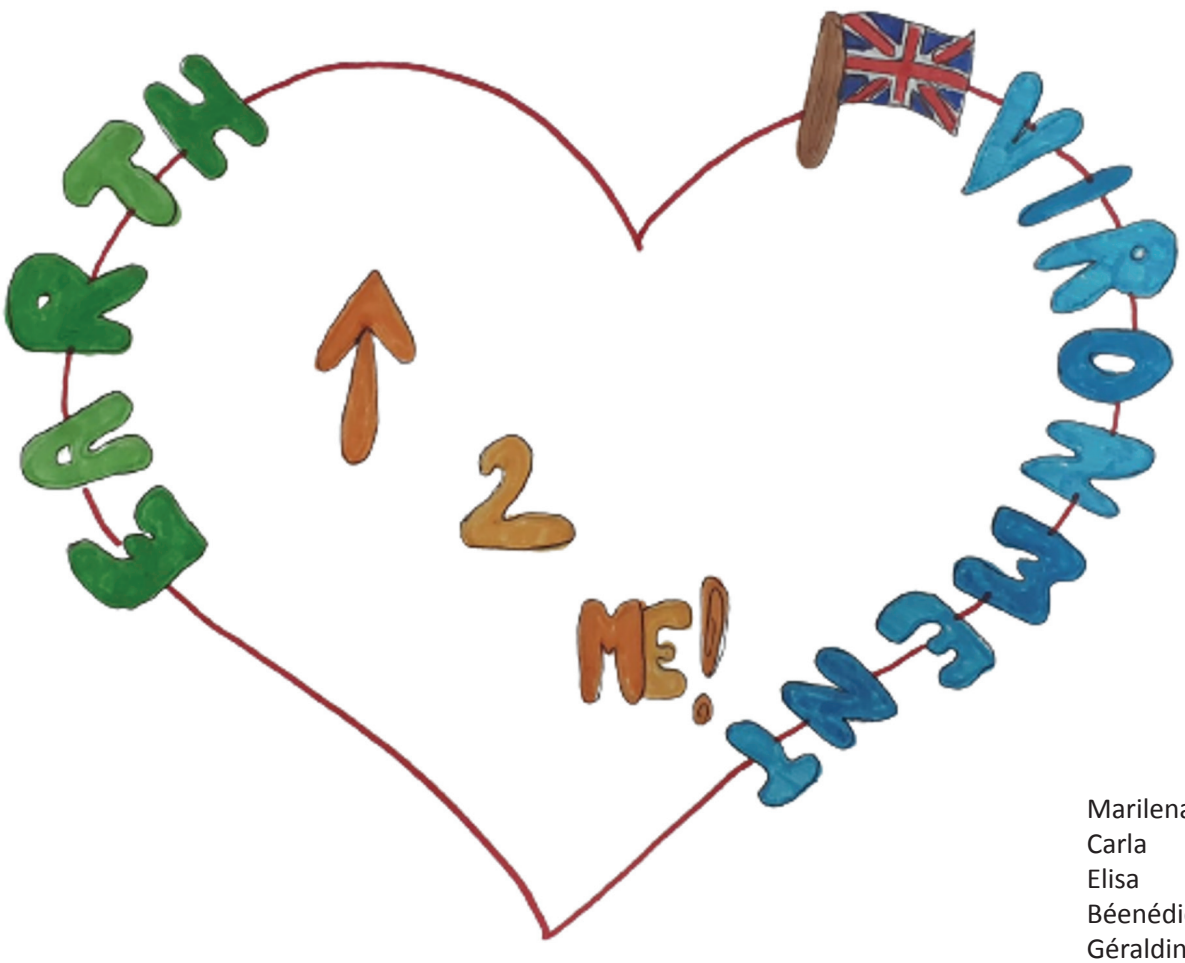
Activities	
The rainbow  	Step1: This is a rainbow. It is going to lead you to my treasure. I lost my treasure! Could help me findit? My rainbow is in 2 parts. You need to match the rainbows. Step2: The teacher gives rainbows to the children and plays with the whole class. 'I have 4 and you?'. (Then they can change cards.) Step3: Here's a part of a rainbow for each one. You will walk in the classroom and try to find your match to 10. (ex. of what children can say 'hello, I have 5 (coins), and you?' Step4:You will work in groups and try to find the pairs. Here's your pot with coins (the pot for checking has to represent a line of 10). Here's a sheet of paper to write down all the possibilities to get to 10. Step5: Each group is going to say their ways to get to 10 ('1 plus 9') Extension: Don't hesitate to ask them what's missing? 'I have 9 … . What'smissing'?
Song : 'The ten dance' (to the tune of Frère Jacques)	'I have 7, I have 7, What do I need? What do I need? You need 3, you need 3. This is me, we make 10.'
Craft : Make a fortune teller 	'Let's make a Ten teller!' (tutorial:https://www.youtube.com/watch?v=TZauQZzXXc4) Make the activity in English with the children. Get in pairs. Ask your partner a number (he will have to find the correct number to go to 10). 'Say a number. Choose a colour.' (lift the right colour and the child has to say if it is the right number to go to 10 or not.) After a few minutes, they change roles. Or if the learner wins, they can change roles.

Links: Rainbow number bonds to 10
(https://www.twinkl.bg/resource/t-n-905-rainbow-and-pot-of-gold-number-bonds-to-10)

Number bonds sample fortune teller:



3 – Science Project – The Environment



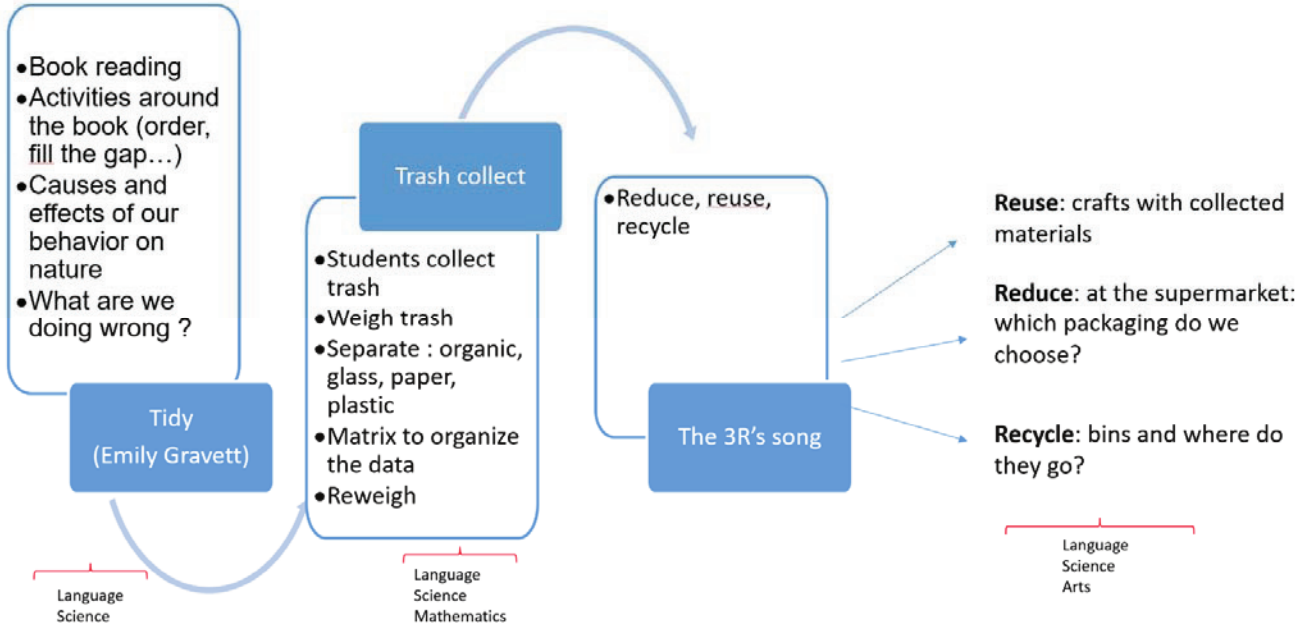
Marilena
Carla
Elisa
Béenédicte
Géraldine

Create awareness : nature and human beings
Causes and effects

Try to make students understand their impact on rubbish

What can we do to protect nature ?

How can we reduce ? Reuse ? Recycle ?



How do students produce English?

Listen to the book

Listen to the song

Answer and ask questions

Sing the song

Classify the trash (Is it plastic? Yes/no…)

Compare weight (Maths)

Reinvest language in art project

Continuation:

Run a children's council.

Discuss - How can we reduce clothes, water & electricity consumption...?

4 – Respect and Relationships

Barbara, Manuela, Daniela, Simona

Politewords

https://www.youtube.com/watch?v=zXIxDoCRc84

Acceptable and Unacceptable

1) Let the children know about the behaviours to respect in the classroom.

Activity:

Show the flashcards to the students and invite them to say the actions.

https://www.twinkl.bg/resource/acceptable-and-unacceptable-behaviour-sorting-activity-t-s-4443

2) Divide the classroom into small groups; every group has to classify the acceptable and unacceptable behaviours (then discuss).

3) Drama/mime game: two students pick up a card and play the action illustrated; the others have to guess the right action and so on.

4) Cut and match

Hands up to speak	Shouting
Sitting quietly	Hitting
Hands still	Pulling hair
Sitting	Throwing
Talking	Running away
Asking for help	Picking your nose
Stroking	Kicking
Sharing	Pushing
Using a tissue	It is acceptable...
Biting	It is unacceptable...

5 – Digestive System

Cristina, Maria Carmen, Maria Begoña?

1) VIDEOS

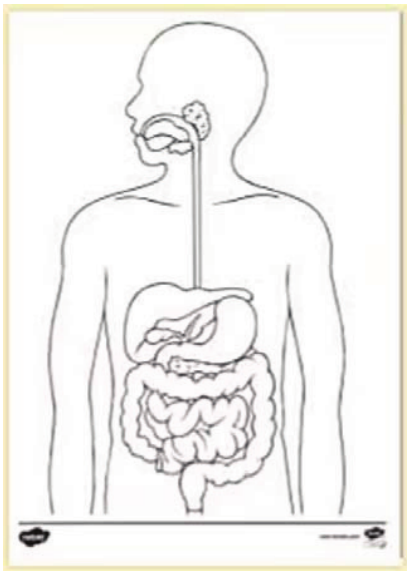
https://www.youtube.com/watch?v=bFczvJp0bpU Digestive System of Human Body

https://www.youtube.com/watch?v=eKaBQrFdNtw Digestive System - Human Body for Kids-How Body Works-makemegenius.com

2) ORAL PRACTICE

https://www.twinkl.bg/resource/human-digestive-system-colouring-sheet-t-tp-2670288

ORAL ACTIVITY			
First,	the apple	goes into....	the mouth
Second,		goes from... to...	the mouth, the esophagus
Then,			the esophagus, the stomach
After that,			the stomach, the small intestine
Later,			the small intestine, the large intestine
Finally,			the large intestine, the anus



3) SONG: With the melody from 'The wheels on the bus'song

The apple goes into the mouth CRUNCH CRUNCH CRUNCH
The apple goes from the mouth to the esophagus GULP GULP GULP
The apple goes from the esophagus to the stomach SLURP SLURP SLURP
The apple goes from the stomach to the small intestine RUMBLE RUMBLE RUMBLE
The apple goes from the small to the large intestine SWISH SWISH SWISH
The apple goes from the large intestine to the anus PLOP PLOP PLOP

The teacher sings and gets one of the children to move the apple following the journey of the apple on the poster of the digestive system.

4) Introduce written words using flashcards

Use the picture as a big poster on the blackboard and the teacher presents the written words and they stick them on the poster.

5) WORK INDIVIDUALLY

The teacher gives the children a sheet of the digestive system where they have to cut out the written words and stickthem in the right place.

After that, the teacher gives learners the sentences of the digestive process cut into pieces and they have toorder them correctly.

6 - Vertebrates

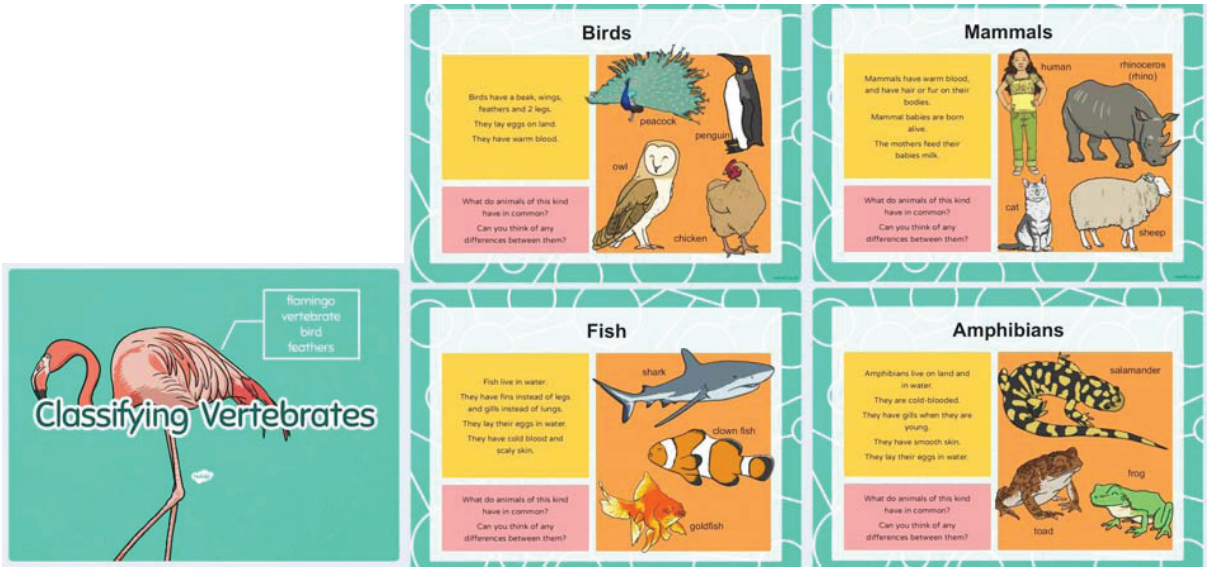
Fernando, Francesca, Lorenza, Paola

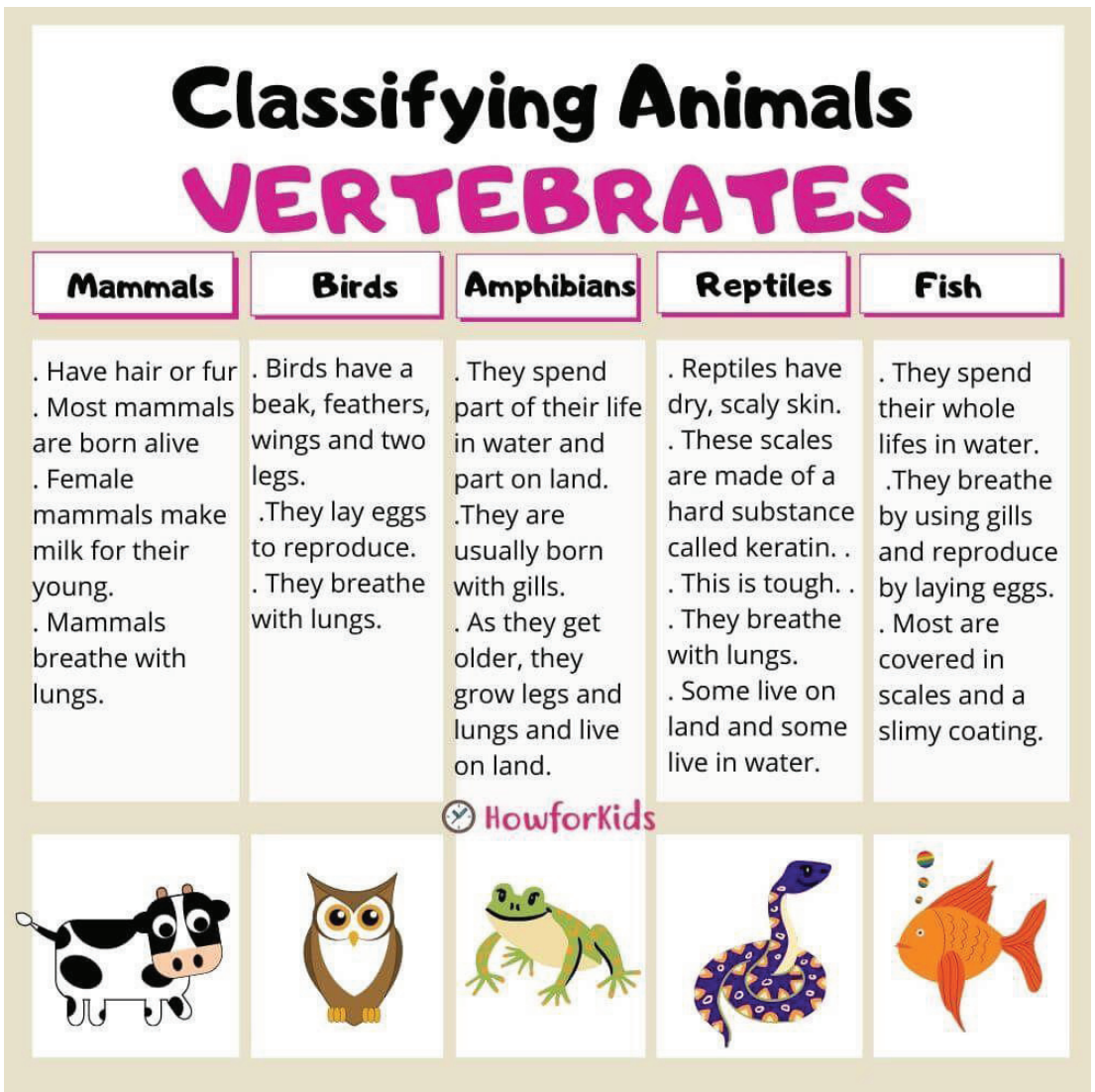
ACTIVITY 1: REFRESH VOCABULARY

Revise specific vocabularies through our texts where the children have to underline the terms that they don't remember.

Text examples:

https://www.twinkl.bg/resource/tp2-s-186-planit-science-year-4-living-things-and-their-habitats-lesson-2-classifying-vertebrates-lesson-pack

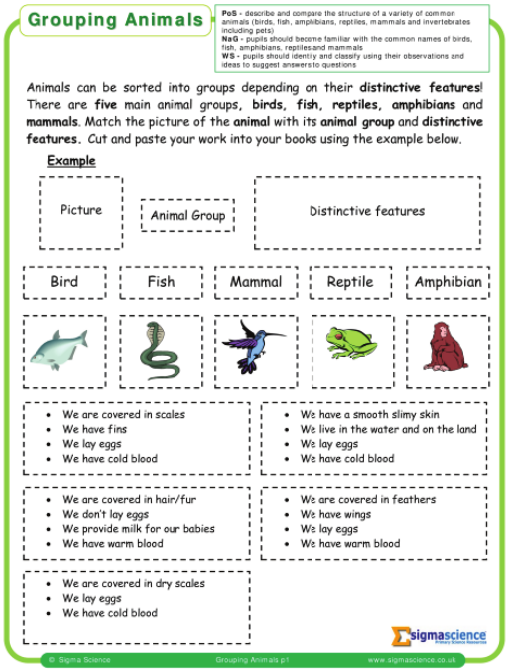




Make matches with terms and descriptions of them to get a general understanding.

It's a good idea to cut up the image, name and description cards so that the reading and matching is also a kinaesthetic and communicative experience.

Kids have to read the descriptions of these groups of vertebrates and discuss so as to come up with series involving: an illustrative picture of an animal from a group, the name of the group and the description.



Grouping Animals

PoS - describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates including pets)
NoS - pupils should become familiar with the common names of birds, fish, amphibians, reptilesand mammals
WS - pupils should identify and classify using their observations and ideas to suggest answersto questions

Animals can be sorted into groups depending on their **distinctive features**! There are **five** main animal groups, **birds**, **fish**, **reptiles**, **amphibians** and **mammals**. Match the picture of the **animal** with its **animal group** and **distinctive features**. Cut and paste your work into your books using the example below.

Example

Picture	Animal Group	Distinctive features

Bird	Fish	Mammal	Reptile	Amphibian

- We are covered in scales
- We have fins
- We lay eggs
- We have cold blood

- We have a smooth slimy skin
- We live in the water and on the land
- We lay eggs
- We have cold blood

- We are covered in hair/fur
- We don't lay eggs
- We provide milk for our babies
- We have warm blood

- We are covered in feathers
- We have wings
- We lay eggs
- We have warm blood

- We are covered in dry scales
- We lay eggs
- We have cold blood

sigmascience

© Sigma Science Grouping Animals p1 www.sigmascience.co.uk

ACTIVITY 2: SING AND LEARN

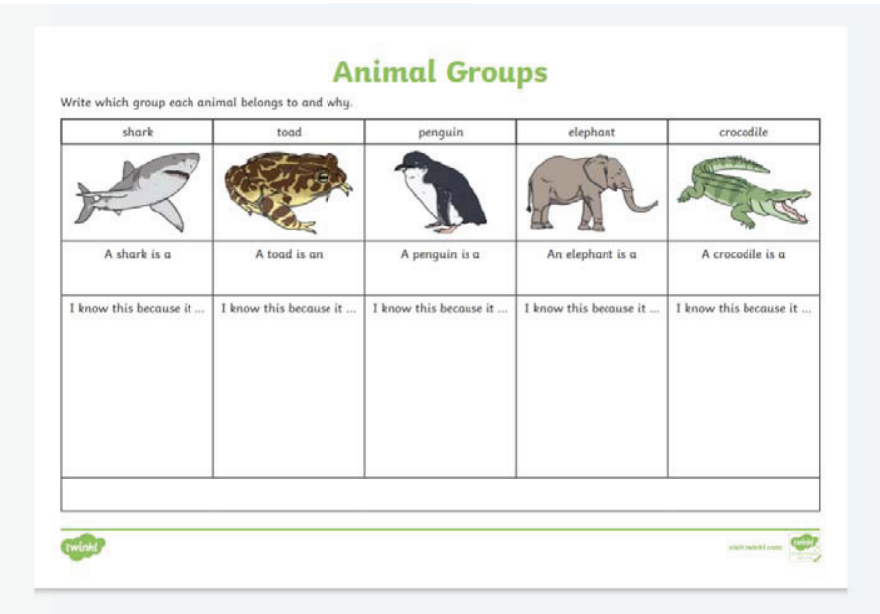
Watch the educational video.

Then sing all together the 'Vertebrates song'

https://m.youtube.com/watch?v=P9ptHAClC4Q

ACTIVITY 3: Writing about animals

Write longer sentences about animal groups.



Animal Groups

Write which group each animal belongs to and why.

shark	toad	penguin	elephant	crocodile
A shark is a	A toad is an	A penguin is a	An elephant is a	A crocodile is a
I know this because it ...	I know this because it ...	I know this because it ...	I know this because it ...	I know this because it ...

Media Activity

https://m.youtube.com/watch?v=P9ptHAClC4Q

https://www.tigtagworld.com/clil/film/embed/vertebrates-PRM00153/

Watch the clips and get the children to respond in spoken English: Guess Who?

Extras
The Italian colleagues specified a focus on vertebrates in two areas:
- classify and distinguish vertebrates/invertebrates.
- classify among 5 classes of vertebrates.

The Spanish colleagues in this group specified a focus on vertebrates as follows:
- knowing the characteristics of animals that allow their classification and differentiation in subgroups related to their adaptation skills to their environment: how they obtain energy, how they reproduce.

A language analysis on the topic of vertebrates following these two areas follows:

<table>
<tr><th>General academic language</th><th>Subject-specific language</th><th colspan="2">General academic language</th></tr>
<tr><td rowspan="4">Is it…?
(It is …)
Are they…?
(They are …)</td><td>(a) carnivore/s
(a) herbivore/s
(an) omnivore/s</td><td colspan="2" rowspan="4">Yes, it is.
No, it isn’t.
Yes, they are.
No, they aren’t.</td></tr>
<tr><td>(a) breast-feeder/s
warm-blooded
cold-blooded</td></tr>
<tr><td>viviparous
oviparous
ovoviviparous</td></tr>
<tr><td>(a) mammal/s
(a) reptile/s
(a) fish
(an) amphibian/s
(a) bird/s</td></tr>
<tr><td>Does it …?
(It … /s)
Do they …?
(They …)
Can it…?
(It can …)
Can they…?
(They can …)</td><td>jump
fly
swim
run
walk
slither
climb
crawl
lay eggs</td><td rowspan="5">Yes, it does.
No, it doesn’t.
Yes, they do.
No, they don’t.</td><td>Yes, it can.
No, it can’t.
Yes, they can.
No, they can’t.</td></tr>
<tr><td>Does it live (in / on) …?
(It lives in / on …)
Do they live (in / on) …?
(They live in / on …)</td><td>forest
water
land
savannah
jungle
rainforest
underground</td><td></td></tr>
<tr><td rowspan="2">Does it have …?
(It has …)
Do they have …?
(They have …)
Has it got …?
(It has got …)
Have they got …?
(They have got …)</td><td>legs
wings
(a) fin/s
a tail
a beak</td><td>Yes, it has.
No, it hasn’t.
Yes, they have.
No, they haven’t.</td></tr>
<tr><td>fur
scales
feathers
skin</td></tr>
<tr><td>Does it breathe with/through …?
(It breathes with/through …)
Do they breathe with/through …?
(They breathe with/through …)</td><td>gills
lungs</td><td></td></tr>
</table>

All of this language is the language of describing vertebrae. Other curriculum functions related to vertebrates which demand this language and more include: classify, compare, characterize.

Classifying

There are	two	types kinds classes categories sorts	of X	: Y and Z. . These are Y and Z.
The				are Y and Z.

X	consists of can be divided into	two	categories classes kinds types	. These are Y and Z. : Y and Z.

Y and Z are	classes kinds types	of X.

We can classify X	according to on the basis of	W.

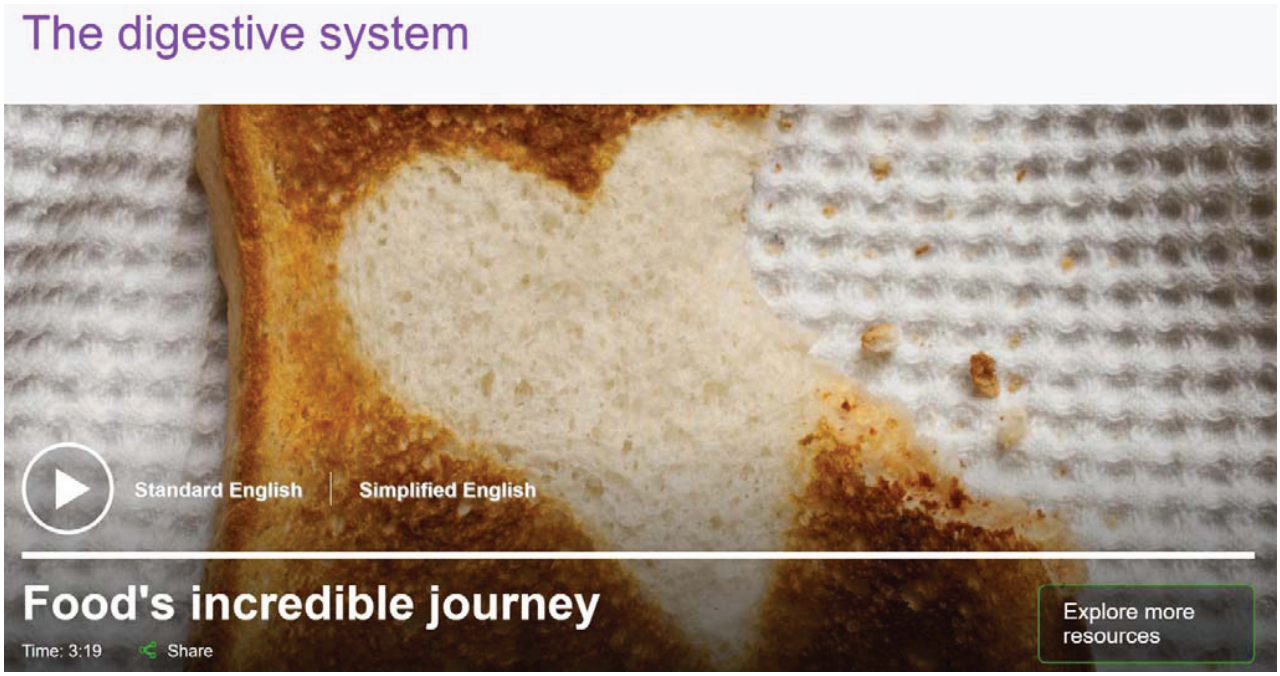
Comparing

X is like Y X and Y are similar X is similar to Y X is the same as Y X resembles Y	with respect to W. as far as W is concerned. regarding W. in terms of W. in that they both have …

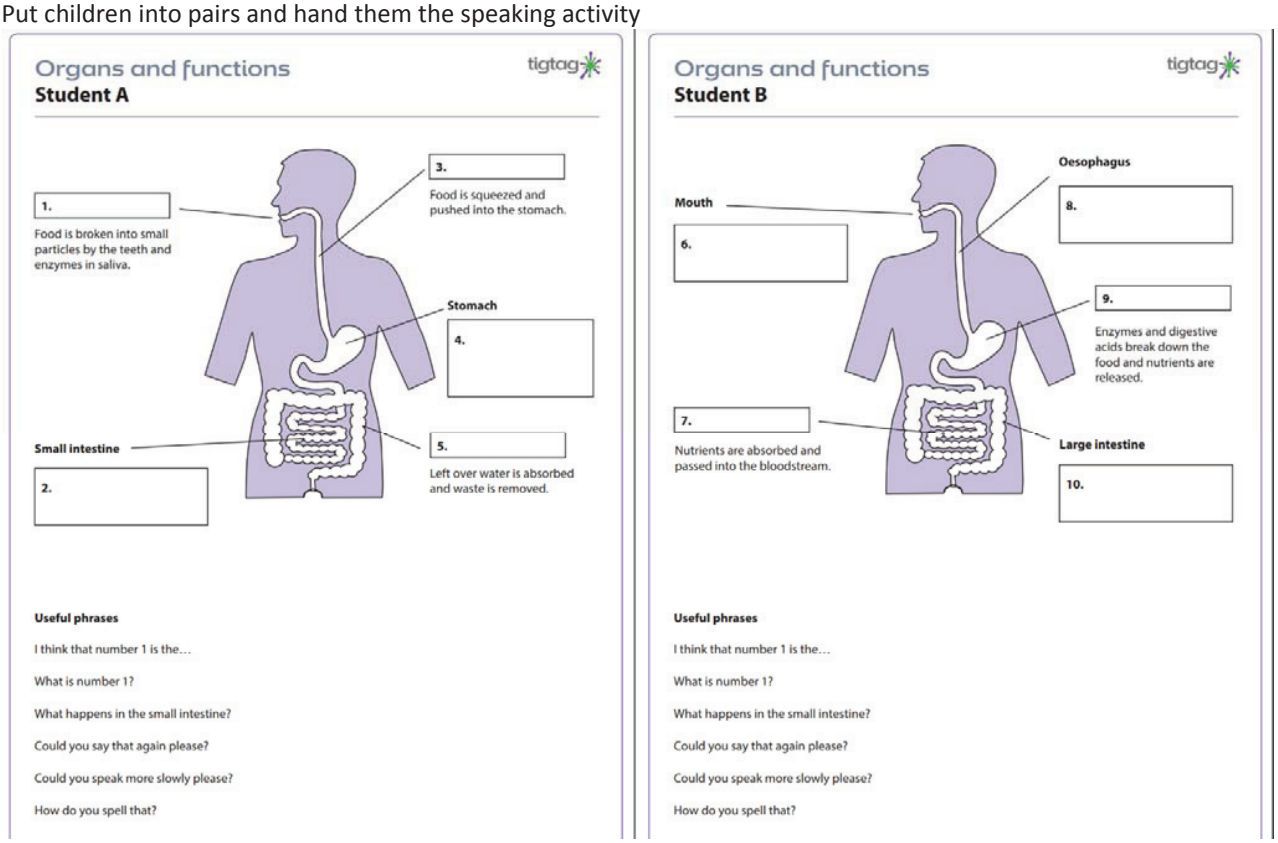
Characterizing

X is	unique for characteristic (of / for) typical (of / for)	Y

Watch the tigtagworld clip on food's incredible journey.
https://www.tigtagworld.com/clil/film/foods-incredible-journey-PRM00111/



Put children into pairs and hand them the speaking activity



Organs and functions
Student A
tigtag

1. Food is broken into small particles by the teeth and enzymes in saliva.
2.
3. Food is squeezed and pushed into the stomach.
Stomach
4.
Small intestine
5. Left over water is absorbed and waste is removed.

Useful phrases
I think that number 1 is the…
What is number 1?
What happens in the small intestine?
Could you say that again please?
Could you speak more slowly please?
How do you spell that?

Organs and functions
Student B
tigtag

Mouth
6.
Oesophagus
8.
9. Enzymes and digestive acids break down the food and nutrients are released.
7. Nutrients are absorbed and passed into the bloodstream.
Large intestine
10.

Useful phrases
I think that number 1 is the…
What is number 1?
What happens in the small intestine?
Could you say that again please?
Could you speak more slowly please?
How do you spell that?

Tell the children not to show each other, but to ask and answer questions to fill in the missing information.
Put the children into small groups of 3 or 4. Hand out the blank, black and white picture of the digestive system along with the organ picture cut outs in an envelope. Provide glue sticks and colouring pens. Provide an image of an apple.
Get the children to go through the stages of digestion and recreate the system in their picture. All the while, sing the song with them to the brother Jack melody.