

SECCIÓNS BILÍNGÜES NO CEIP DE FOZ Nº1

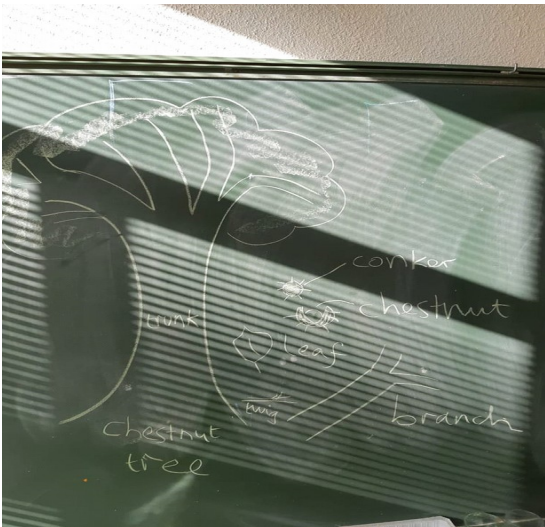
CURSO 2018/2019

O alumnado de 1º e 2º de primaria xunto coa profesora de plástica deste centro e a auxiliar de conversa, Emily Rose, de nacionalidade Británica. Quixeron en todo momento acercar a nosa cultura e celebracións á forma de vida do país anglosaxón, coa finalidade de profundizar na lingua inglesa e fomentar a curiosidade e o respecto polas diferentes linguas .

Esta experiencia foi moi ben acollida polo alumnado. Os nenos e nenas implicáronse con moita ilusión nas distintas actividades que se foron levando a cabo durante todo o curso escolar.



Students looked at the work of UK artists relevant to the theme of Autumn with interesting and inspiring histories. I brought work of Rosa Brett, Irish artist who sold many of her works under her brother's name, and Welsh artist Kyffin Williams, who learned to view his epilepsy as a gift. Brett's work featured many animals that enabled us to learn and revise this vocabulary (doormouse, blackbird, cat, etc). Both artists' work features British landscapes and weathers, and were selected with an Autumn focus, in order to inspire the children and introduce these cultural elements.



Students learned the parts of a tree, naming convention of trees in English, and the names of common trees, including oak and chestnut, which are typical of both Galicia and England.



At Christmas, the students designed postcards to be submitted to a contest, and made Christmas themed pictures. We discussed traditions typical in both cultures, such as Christmas crackers from the UK, and the Reyes Magos celebration in Spain. I brought crackers for the students to experience. The designs were original and varied, consisting of: Santa, reindeer, Reyes Magos, Christmas tree and presents, Christmas meals, families, snow, and snowmen. Children learned Christmas vocabulary to discuss their favourite parts of the season.



In this original technique, students first use lots of bright colours to cover a sheet of paper in geometric shapes. Students learned the names of 2- and 3-D shapes in English. Then they coloured over the shapes with black, and used a pen tip to scratch away a design of the choice, revealing the colour underneath. As part of the Winter term, these were then painted with PVA glue to appear like frost. Students also recapped how to describe the weather in English.



The theme of Spring gave us a chance to recap what we had learned about trees in Autumn, as well as flowers and animals.





The students participated in an art competition based on the City of Lugo, studying the form of the Roman walls and cathedral, and history of Lugo. I showed the students images of the walls and cathedrals of different cities in England as well, taking the opportunity to highlight in particular my

own city, the City of York, to increase their cultural awareness and inspire their work. I included images of York at different times of year, as in Spring the walls are emblematically surrounded by dense mounds of daffodils, tying in to the other seasonal work produced by the children.



The students made self portraits, and we played games to recap the parts of the face and body, such as Simon says.



During the Letras Gallegas festival, year groups performed different plays in front of the school. Students in year six performed Treasure Planet in English, helping with props. Students then drew pictures of their favourite works.



Para rematar o curso escolar o alumnado de sexto de primaria representou unha pequena obra de teatro en ingles titulada **“THE TREASURE ISLAND”**, basada no libro do mesmo título do autor Robert Louis Srevenson. Adaptada e dirixida por Emily Rose, a nosa uxiliar de conversa.

Como reflexión final consideramos que o bilingüismo na escola contribue a un meirande desenvolvemento integral do alumno e a un gran aumento de vocabulario en diferentes temáticas que se foron desenvolvendo na actividad diaria de plástica e tamén nas clases de lingua inglesa.

Thank you for coming, Emily!