

FRAMEWORKS FOR CLIL

For **all** our learners

WHERE DO WE START?

- With you and *your part!*
- You all have a lot to *give*
- With the classroom in which you *live.*
- **HOW MANY YEARS OF EXPERIENCE IN TOTAL?**
- **ON AVERAGE?**



OUR CLIL OBJECTIVE

Who is king or queen of the hill?

English or the subject?

It depends!



TWO WAYS TO GO

PLURILINGUALISM

- The subject is queen
- English is a tool or médium, one language among others
- Contents, skills and approaches
- Synergy, re-think our subject

BY THE BACK DOOR

- The language is queen
- Subject matter= recycling structures, thinking, real contexts, interests
- Competencies, cross-curricular, hands-on

WHAT ARE THEY DOING?

- Learning
- Socialising, playing a role in society
- Preparing to work

36 YEARS: 3 THINGS

1. It's only cool if it is with
the whole
school.

THE OTHER TWO?

2. We have to grow alongside the learner.

3. We need to see what the learner is doing before and after and with the other teachers.

SOCIALISING

- SOCIAL CONTACT:
CLASSMATES, STAFF
- ROUTINES
- EM♥TIONS
- COMMUNICATION
- PLAY
- W🌐RLDS MEET
- CREATE, EN✎OY THE ARTS

LEARNING

- ARTS
- SCIENCE
- COMMUNICATION
- SPECIALIST SUBJECTS

STEAM

science, tech, engineering, arts, maths

COMPETENCES FOR SCIENCE

- Observing
- Exploring and experimenting
- Classifying/comparing & contrasting
- Making analogies
- Thinking with your hands

OVER THE YEARS

- CONSTRUCTION PLAY

PRE = common; PRIMARY nothing; 2nd / 3rd ESO needed for Technology

- NARRATIVE

PRE/EARLY PRIM = common; LATER PRIMARY = non-fiction; 1st ESO read aloud

- MESSY ART possibly in PRE; worksheets and crafts PRIM; ESO: design skills

AND OTHER AREAS

- **SUMMARISING**

Is there enough time between learning how to read and the avalanche of texts in later primary?

- **ORAL PRESENTATIONS**

Pre have children talk about the book they take home, then no oral presentations until...?

- **MOTOR SKILLS**

- Why can't 6th of Primary wire circuits?



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A NEW LIGHT D.MORRISON FB

