I am going to explain two elements that are closely related: didactic planning and didactic units.

**DIDACTIC PLANNING**

It is a plan of what it is going to be achieved during the teaching-learning process and the tasks and strategies that the teacher and the students should carry out in order to achieve objectives.

The main type of syllabuses used in Primary Education are:

1. **In a Structural syllabus** the content of language teaching is a collection of the forms and structures of the language being taught. For example: nouns, verbs.

2. **In a Situational syllabus** the content of language teaching is a collection of real or imaginary situations which involves several participants who are engaged in some activity in a specific setting. For instance: at the airport, in the market.

3. **The Process syllabus or Negotiated syllabus** is that the teacher and students come together to discuss aspects of the course. This different syllabus allows learner’s participation in selection of content, mode of working, assessment...

4. **A Task-based syllabus** consists on the teaching of a variety of language forms, functions and skills so students may complete a piece of work. For example: writing an invitation.

5. **In a Content-based syllabus** the main purpose is to teach some information using the language that students are learning. For instance: science, arts in bilingual schools.

The importance of syllabus designs is to avoid improvisation in the teaching-learning process, to adapt the proposals of the educational to the specific characteristics of a class group and to organize the teacher’s work.

The teacher should choose one type of syllabus to design his didactic planning although he can take some aspects of another type of syllabus.

**DIDACTIC UNITS**

A syllabus is made up by a group of didactic units and the objectives, basic competences, contents, methodology and evaluation need to appear in each didactic unit.

Didactic units should include these elements:

1. Justification. The importance of this didactic unit in the syllabus.
2. Title. It must be close to the student’s interests.
3. Previous knowledge. Taking it into account we will ensure meaningful learning in our learners.
4. Didactic objectives. They are expected to be learned at the end of the unit.
5. Contribution to the basic competences. In which way we will contribute to the development of the basic competences.

6. Contents. To be learned to achieve the objectives.

7. Anticipated difficulties. To anticipate the most complex contents to treat them with special care.

8. Methodology. Techniques, methods, strategies used during the activities.

9. Activities. They are the centre of the didactic unit and objectives, contents, and evaluation must be integrated within them.

10. Time and space organization. To anticipate the length of the unit and how the students are going to work.

11. Materials. We will use to introduce the contents and to achieve the objectives.

12. Types of evaluation. How we are going to evaluate each activity.

13. Connection with other areas. According to the globalization principle, the teaching of English should be related to other subjects.

14. Education in values. To connect the didactic units with some aspects of Education in values.

15. Evaluation criteria. To check the effectiveness and the achievement of objectives.

16. Attention to diversity. To plan and specify the measures of attention to diversity in each didactic unit.

An example of didactic unit: