

This eTwinning project has been related to the syllabus that we have been developing in the classroom to work the objectives and content of each level involved in it.

Throughout this school year, our work in the classroom has been addressed since the development of two eTwinning projects that have shaped and structured all our programming; the first developed from September to mid-January and the second from mid-January to the end of the school year in June.

With the "Neverending eTwinning" project we have entered the world of democratic participation, highlighting the values of collaboration, understanding and respect typical of this type of governments. Children have learned to make democratic decision-making processes that affect them (despite their young age), have respected their peers' choices, and valued their contributions to common well-being. They have worked collaboratively, not only with their classmates, but with peers from other schools, who speak other languages, learning to respect differences and to appreciate the importance of working hand in hand with others regardless of origin, age, sex, religion... to achieve common goals, which will be an important part of their future as students and adult work life.

Beyond the project's own goal, which was to work on democratic participation and collaborative work using the book "The Neverending Story", thanks to the work by ministries we have been able to delve into the rest of the content our educational stage.

Self-knowledge and personal autonomy (main content worked)

- Positively value others.
- Value collaborative work.
- Learn the importance of being consistent.
- Value and encourage generosity among peers.
- Develop the value of listening.
- Participate in cooperative games to improve the esteem, coexistence, well-being of others and others.

- Recognize classroom organizational standards.
- Recognize the importance of collaborating at home.
- To value civic attitude and democratic participation.
- Encourage responsibility for the care of animals and plants.
- Develop habits of care of the natural environment.
- Recognize actions for the care of the planet.
- Progress in acquiring habits related to energy saving.
- Learn to work cooperatively through the proposed workshops.
- Progress in the acquisition of health, wellness and order habits.
- Develop personal hygiene standards.

Knowledge of the environment (main content worked)

- Make sums and subtractions with different elements (votes, ministers, activities, cards...).
- Identify and position the ordinals 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, for example in voting
- Differentiate the concepts of quantity: many/few, none/none, one plus/one less, as many as, double, half/whole, using different elements, such as votes.
- Recognize color tones through the study of pictorial works.
- Know how color blends are made.
- Observe and identify the changes that occur in the natural environment by the arrival of the seasons and the activities related to them through pictorial elements and the clothing of the different works worked.
- Identify street buildings and utilities through the elements of the created planet.
- Recognize places of leisure and leisure time and bring them to their representation on the planet of class.
- Discriminate different types of shops and establishments related to the professions they have chosen to be represented as inhabitants of the planet.
- Differentiate between city and town

- Know some characteristics and functions of living things: animals and plants.
- Differentiate between being alive and being inert.
- Classify different animals according to the type of diet: herbivores or carnivores.
- Classify animals according to their method of reproduction: viviparous or oviparous.
- Represent different types of animals on the reference planet and place them according to the different aspects worked.
- Recognize the use and benefits of plants
- Know some characteristics of the Earth.
- Identify actions necessary to take care of our natural environment.
- Explain why the succession of days and nights occurs.
- Identify the Sun, Moon and stars as stars of the Solar System, comparing them with the galaxy of our project.
- Recognize instruments that serve to observe the sky: the telescope.
- Participate in the proposed work projects with interest.
- Know different types of games and the rules that govern them for their proper functioning.

Languages: communication and representation (main content worked)

- Introduce yourself to your project partners
- Correctly pronounce and use the name of your peers.
- Recognize the name of your peers to perform different types of voting.
- Develop vocabulary related to the units and topics worked.
- Develop phonological awareness, both in your own language and using the English vehicular language.
- Get started in the social use of writing by exploring how it works: write their own name and that of their peers according to their possibilities
- Listen and understand videos, images... with the help of the adult within the work project.

- Enjoy with the communicative activities carried out in the project.
- Start social uses of video conferencing as an information and communication tool.
- Use the digital camera to capture images.
- Use Internet search engines to obtain information.
- Participate in the creation of a book in digital format.
- Create images using a drawing program.
- Use different spaces to share and collect information.
- Know the handling of the Webcam in the capture of videos.
- Use and experiment with waste material in the creation of plastic works
- Use and experiment with different plastic techniques.
- Show interest in the realization of own and other plastic productions, individual and collective.
- Experiment with color tones through the pictorial works worked.
- Experiment with color mixing.
- Enjoy with plastic productions.
- Analyze a pictorial work reasoning and formulating questions about it.
- Use different elements to perform and broadcast a radio program.
- Enjoy with the songs.
- Actively participate in musical hearings and staging
- Participate with pleasure in group representations.

The realization of the different ministries has allowed us to implement and work all these objectives of the stage. With the Ministry of Culture we have had the opportunity to meet painters from different parts of Europe, analyze and compare their works and conduct different workshops related to color and the different pictorial techniques so important for the promotion of creativity and the imagination of our students.

With the Ministry of Radio and Television we have learned to analyze some news, we have learned to read and reproduce them using literacy

and giving a more motivating and necessary character to their learning. We have learned to speak in public and to convey our ideas and preferences on a radio show...

The Ministry of the Environment has introduced us to our planet, its conservation and care, the importance of recycling, the water cycle, the knowledge and care of animals and plants...

And finally, with the Ministry of Leisure and Free Time we have enjoyed different forms of leisure, we have learned to play respecting certain rules and shifts, we have used mathematics to count, add and subtract using the dice, we have developed our communication skills using taboo cards, story-making, and we have improved our English skills using it as vehicular language.