# COURSE PLANS

# UNIT 1.

## 1. BASIS

The first set of units of this Natural Science course focuses on animals, covering the general characteristics of the animal kingdom, classification in vertebrates and invertebrates and the role of human beings in relation to animals. In the first term, based on pupils' prior knowledge and motivation, we can encourage them to describe animals from their immediate environment as well from other, more exotic, places. The objective is to promote scientific observation of the natural world and acquire a rich vocabulary to facilitate description, analysis and deduction.

Through the activities studied in this unit, pupils will acquire the following knowledge: the types of living beings on earth; their vital functions; the characteristics of animals; the classification of animals; respect for nature. There are two projects in this unit: an animal fact file and invent a new animal.

September ☐☐■■ October ■■☐☐

## 2. METHODOLOGY

As they work through this unit, pupils will know the different types of living beings on earth, and especially, animals and plants; describe, very simply, vital functions, to distinguish living beings from non-living beings, based on their prior knowledge; recognise an animal by its general characteristics and classify animals by nutrition, reproduction and locomotor system; develop guidelines to learn to appreciate the importance of all living beings; know and use elements and mathematical strategies and ICT to solve problems and investigate living beings and especially animals; understand information and acquire vocabulary about living beings to express their knowledge both orally and in writing.

| CONTENTS | EVALUATION CRITERIA | LEARNING STANDARDS |
|---|---|---|
| • An introduction to the classification of living beings by kingdoms.<br>• Aquatic and land organisms.<br>• Vital functions and their meaning.<br>• General characteristics of animals.<br>• Ideas about the fauna found in a given place. The aquatic and land environments.<br>• The needs of animals. The characteristics of animal bodies depending on where they live.<br>• Classification. Criteria and different classifications of animals: by their nutrition, their skeleton and their embryonic development.<br>• The use and interpretation of photos and drawings, and other information to identify animals and their characteristics, and to classify them.<br>• Project 1: An animal fact file; Project 2: Invent a new animal.<br>• Habits of respect and care for animals, and knowledge and appreciation of our natural heritage.<br>• Understanding information, learning vocabulary, using | 1. Learn about different groups of living beings, especially animals and plants, and describe their vital functions in a simple way. | 1.1. Identify and name animals and plants. Learn about the existence of groups of living beings that are not animals or plants, and name some examples.<br>1.2. Name the vital functions and describe them in a simple way. |
| | 2. Know the general characteristics of animals, assimilate the idea of the fauna in a specific place and identify simple relationships between the different environments in which animals live and some of the features that enable them to live in them. | 2.1. Identify and describe the general characteristics of animals.<br>2.2. Define and describe the fauna and the needs of animals to survive in their environment and the organs involved in their survival. |
| | 3. Extend the notion of classifying and know some classifications of animals using different criteria: by nutrition, reproduction and locomotor system. | 3.1. Know and apply the classification of animals by nutrition, by embryonic development and whether or not they have a skeleton. |
| | 4. Investigate an animal to make a presentation to the class. Use your imagination to invent a new animal. | 4.1. Find out about an animal, make notes, draw a picture and present to the class. Invent a new animal and describe its characteristics. |

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| language as a tool for communication and keeping a positive attitude towards reading.<br>• Knowledge and use of mathematical operations and mathematical strategies to resolve problems.<br>• Understanding social reality and being responsible citizens, showing respect and solidarity to nature.<br>• Knowledge and responsible use of ICT to investigate animals.<br>• Using strategies to process information and applying it to different contexts.<br>• Initiative and perseverance when tackling problems and defending opinions, developing attitudes of respect and collaboration when working in a group. | 5. Encourage respect for animals, appreciate the wealth of the planet's fauna and develop attitudes towards protecting it, especially the animals in their immediate surroundings. | 5.1. Show respect for animals in their behaviour. Identify actions that alter the environment and disrupt the lives of animals and plants. |
| | 6. Understand information, acquire vocabulary about fauna, express knowledge and opinions both orally and in writing and show interest in reading texts about animals. | 6.1. Understand information, acquire vocabulary about fauna, express knowledge and opinions both orally and in writing and show interest in reading texts about animals. |
| | 7. Know and apply mathematical elements, operations and strategies to solve problems about animals. | 7.1. Know and apply mathematical elements, operations and strategies to solve problems about measurements of animals. |
| | 8. Know and appreciate the work of protecting our environment and the importance of natural parks, and actively participate in the care of our natural heritage. | 8.1. Learn about the importance of national parks, and how to behave in them. |
| | 9. Know and use ICT responsibly to investigate animals. | 9.1. Obtain and organise information and use digital resources with interest and responsibility. |
| | 10. Use strategies to process information, assimilate knowledge and apply it to different contexts, participating actively in their own learning process. | 10.1. Work with the scheme of the unit and create summaries from it. |

## 3. COMPETENCIES

| COMPETENCIES | CONTENTS AND ACTIVITIES BY COMPETENCY |
|---|---|
| Linguistic competency. | Using knowledge of language structure, spelling and grammar rules to produce written texts.<br>Composing coherent sentences when writing the answers to the proposed activities in their notebooks<br>Reading the initial reading and the recommended texts in the reading plan |
| Mathematical competency and basic competencies in Science and Technology. | Interacting with the natural environment in a respectful manner.<br>Being respectful when observing living beings or when visiting a natural environment. |
| Digital competency. | Understanding messages developed in different codes.<br>Interpreting correctly the content of the video in order to carry out the activity: the senses of animals. |
| Learning to learn. | Planning the resources required and the steps to take in the learning process.<br>Drawing an animal.<br>*Multiple Intelligences:* Developing the different multiple intelligences.<br>Drawing an animal and an invented animal, developing, particularly, spatial intelligence |
| Social and Civic competencies. | Showing a willingness to participate actively in established areas of participation.<br>Actively participating in the search for information about the fauna of a particular medium<br>*Values:* Learning to behave correctly according to different values.<br>Recognising the importance of fauna and the physical environment, and showing respect for them. |
| Sense of initiative and entrepreneurial spirit. | Assuming the responsibilities entrusted to them and giving an account of them.<br>Performing the proposed activities. |
| Cultural awareness and expression | Developing work and presentations with aesthetic sense.<br>Being careful about the aesthetics of drawings they create. |