

COURSE PLANS

UNIT 5.

1. BASIS

This unit covers the difference between living and non-living beings. Differences between the characteristics of animals and plants will be studied and the importance of organising information.

February

2. METHODOLOGY

Pupils acquire the concept of living and non-living beings and learn how to recognise and describe living organisms. They learn about the characteristics of animals and plants as living beings and how to differentiate animals from plants.

Contents	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • Understand the meaning of the concept of living and non-living beings. • Learn about the life cycle of living beings. • Knowledge of how living beings move. • Know about the sense organs of animals. • Know the difference between animals and plants as living beings. • Knowledge of the absence of the senses in plants. • Understand information and acquire vocabulary in relation to living beings. • Initiative and perseverance when defending opinions, developing attitudes of respect and collaboration when working in a group. 	1. Understand the meaning of the concept of living and non-living beings.	1.1. Acquire and understand the meaning of living and non-living beings.
	2. Learn about the life cycle of living beings.	2.1. Learn about the life cycle of living beings.
	3. Knowledge of how living beings move.	3.1. Know how living beings move and match them to the corresponding animals.
	4. Know about the sense organs of animals.	4.1. Know about the sense organs of animals.
	5. Learn about the life cycle of a plant.	5.1. Recognise the phases of the life cycle of a plant.
	6. Know the difference between animals and plants as living beings.	6.1. Know the difference between animals and plants as living beings.
	7. Acquire appropriate vocabulary related to living beings.	7.1. Understand information and acquire vocabulary in relation to living beings.
	8. Defend opinions and develop attitudes of respect and collaboration when working together in a group.	8.1. Actively participate in cooperative work activities.

3. COMPETENCIES

Competencies	CONTENTS AND ACTIVITIES BY COMPETENCY
Linguistic competency	Respecting the rules of communication in various contexts: taking turns to speak, paying attention to the speaker ... Respecting taking turns to speak and listening attentively.
	Expressing information orally, In a clear and orderly manner. Using terms related to the offspring of some animals and the fruit of some plants correctly. Using <i>there is/there are</i> correctly.
Mathematical competence and basic competencies in Science and Technology	Respecting and preserving the life of living beings in their environment. Using knowledge from the unit to understand the life cycle of living organisms. Learning about growing plants.
Digital competency	Using digital tools to build knowledge. Using digital tools to carry out the activities.
Learning to learn	<i>Multiple Intelligences:</i> Develop the different multiple intelligences. Drawing a crazy plant.
Social and Civic competencies	Showing a willingness to participate actively in established areas of participation. Actively participating in group work.
	<i>Values:</i> Learning to behave correctly according to different values. Using knowledge from the unit to develop habits of responsible behaviour towards animals and plants.
Sense of initiative and entrepreneurial spirit	Prioritising the achievement of group goals over personal interests. Actively participating in cooperative work activities.
Cultural awareness and expression	Developing work and presentations with aesthetic sense. Being careful with presentation and neatness in their work.