

COURSE PLANS

UNIT 6.

1. BASIS

The core topic is animals. We will differentiate between domestic and wild animals, vertebrates and invertebrates and carnivores, omnivores and herbivores. Pupils will apply their skills by learning how animals can adapt to their environment.

March

2. METHODOLOGY

As they work through this unit, pupils will learn about the characteristics and differences between vertebrate and invertebrate animals, will be able to discriminate between domestic and wild animals and understand what animals eat and discriminate between carnivores, omnivores and herbivores.

Contents	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • Explore the features of vertebrate and invertebrate animals. • Identify and discriminate vertebrate and invertebrate animals. • Interest in the observation of living organisms around us. • Classification of mammals by lifestyle, differentiating between domestic and wild animals. • Understand the classification of animals by what they eat, differentiating between carnivores, omnivores and herbivores. • Know the meaning of omnivore, carnivore and herbivore. • Understanding information and acquiring vocabulary about animals and showing interest in reading and oral information about animals. • Use logical mathematical reasoning to find vocabulary items and to classify information. 	1. Learn about the features of vertebrate and invertebrate animals.	1.1. Learn about the features of vertebrate and invertebrate animals. 1.2. Discriminate vertebrates and invertebrates.
	2. Differentiate the lifestyle of animals and classify them as wild or domestic.	2.1. Name and discriminate wild animals from domestic animals.
	3. Understand the classification of carnivores, omnivores and herbivores, differentiating some animals on this basis.	3.1. Know the meaning of omnivore, carnivore and herbivore. 3.2. Differentiate carnivores, omnivores and herbivores.
	4. Understand information and acquire vocabulary about animals and show interest in the reading of texts and oral information about animals.	4.1. Understand information, acquire vocabulary about animals, show interest in reading and oral information.
	5. Understand how to classify and locate information in different formats.	5.1. Find vocabulary items in a word soup and classify information in a grid.
	6. Defend opinions and develop attitudes of respect and collaboration when working together in a group.	6.1. Actively participate in cooperative work activities.

3. COMPETENCIES

Competencies	CONTENTS AND ACTIVITIES BY COMPETENCY
Linguistic competency	Expressing information orally, In a clear and orderly manner. Using terms related to animals correctly.
	Understanding the meaning of written texts. Understanding the rubrics and texts of the unit. Completing a crossword about animals.
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 develop habits of responsible behaviour towards animals. Discovering how animals adapt to their environment.
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 an accurate picture from a written description.
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.
Sense of initiative and entrepreneurial spirit	Making the most of their own resources and strengths. Using knowledge from the unit to strengthen the capacity of reflection.
Cultural awareness and expression	Developing work and presentations with aesthetic sense. Being careful with presentation and neatness in their work.