

## **OBJECTIVES AND COMPETENCIES**

---

- a) Know and appreciate the norms and values necessary for coexistence. Participate actively as a citizen, respect human rights and understand the importance of a pluralist and democratic society.
  - Social and Civic competencies
  
- b) Develop a work ethic based on both individual and teamwork. Understand the importance of learning and a responsible attitude towards studying. Develop critical thinking skills, personal initiative, creativity and an entrepreneurial spirit.
  - Learning to learn
  - Initiative and entrepreneurship
  - Social and Civic competencies
  
- c) Resolve conflicts in a peaceful and constructive manner in both family and social groups.
  - Social and Civic competencies
  - Initiative and entrepreneurship
  
- d) Be familiar with, understand and respect different cultures and the differences between people, the importance of gender equality and equal rights for people with disabilities.
  - Social and Civic competencies
  
- e) Understand and use the Spanish language appropriately as well as the co-official language of the corresponding autonomous community where relevant. Develop an appreciation for and an interest in reading.
  - Linguistic competency
  
- f) Learn at least one foreign language and have the ability to express and understand simple messages in everyday situations.
  - Linguistic competency
  
- g) Develop basic Maths skills, begin to solve problems using mathematical calculations and work with geometry and estimations, applying these skills to everyday life.
  - Mathematical competency and basic competencies in Science and Technology
  
- h) Understand the fundamentals of Natural Science, Social Science, Geography, History and culture.

- Mathematical competency and basic competencies in Science and Technology
  - Social and Civic competencies
  - Cultural awareness
- i) Begin to use information technologies to facilitate and enhance learning, applying critical thinking skills to assess information.
- Digital competency
- j) Use different artistic styles to begin to create visual and audiovisual pieces.
- Cultural awareness
  - Social and Civic competencies
- k) Know the importance of hygiene and health, accept your own body and that of others, respect differences and use physical education and sport as a means of personal and social development.
- Mathematical competency and basic competencies in Science and Technology
  - Initiative and entrepreneurship
  - Social and Civic competencies
- l) Value, respect and care for the animals that share our environment.
- Mathematical competency and basic competencies in Science and Technology
  - Social and Civic competencies
- m) Be pleasant and treat others with kindness. Understand that violence, prejudice and sexist stereotypes are unacceptable.
- Social and Civic competencies
  - Initiative and entrepreneurship
- n) Learn about road safety and the importance of respect in preventing traffic accidents.
- Social and Civic competencies

## COURSE PLANS TERM 1

Unit 1.	September	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unit 2.	September	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	October	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 3.	October	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unit 4.	October	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	November	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 5.	November	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unit 6.	November	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	December	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 7.	December	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### **BASICS**

---

This term we will address the issue of identifying and valuing personal characteristics, trying to introduce ideas related to values.

We will highlight the importance of appreciating oneself.

The objective for the pupils is to acquire the following knowledge by means of the proposed activities:

- We have positive characteristics and we deserve to be appreciated by ourselves and others.
- We are gaining independence and in this way we manage to do more and more things on our own.
- It is very important for everybody to do the assigned tasks well.
- Personal differences are a source of wealth and they shouldn't affect personal dignity.
- It is important to have a healthy diet.

### **METHODOLOGY**

---

We will apply different methodological strategies when doing the tasks:

- Individual work.
- Cooperative learning: put pupils into groups of 3 or 4 and use the structure of cooperative work suggested in the Teacher's Guide to work on the principles of positive inter-dependence and face-to-face interaction.
- Group or class discussion after individual work and teamwork.
- Study groups.
- The teacher's explanation.

### **CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS**

---

#### **Contents**

- What I can do.

- How I improve thanks to trust received from others.
- How much people love me for who I am.
- Everything that I already do by myself.
- Each time I dare to do more things.
- I have to eat well.
- I respect others, because we are all human beings.
- I appreciate people's differences.

### **Evaluation Criteria**

1. Consolidating a personal way to be respectable and dignified.
2. Accepting one's personal characteristics as the first step to improve oneself by making an effort.
3. Making an effort to reach positive individual and collective objectives.
4. Appreciating the importance of perseverance in developing one's personality.
5. Acquiring skills to make a decision independently.
6. Improving resistance to frustration as something necessary to overcoming difficulties in life.
7. Understanding the importance of basic rights such as health and diet.
8. Establishing personal relationships based on respect for others.
9. Respecting personal differences and contributing to improving relationships with other classmates.

### **Learning Standards**

- 1.1. He/She explains the importance of loving oneself and others.
- 1.2. He/She acts in a respectable and dignified way.
- 2.1. He/She identifies his/her physical characteristics and appreciates his/her virtues and identifies and accepts his/her mistakes.
- 2.2. He/She works in a team, appreciating individual and collective effort.
- 3.1. He/She generates confidence in his/her classmates by making an effort.
- 3.2. He/She proposes solutions to problems in teamwork.
- 4.1. He/She identifies, describes and appreciates resilience strategies.
- 4.2. He/She represents his/her personality in a positive way.
- 5.1. He/She expresses orally and in writing his/her feelings and emotions in an appropriate way.
- 6.1. He/She reflects upon difficulties and the best way to overcome them.
- 6.2. He/She optimises personal resources, relying on his/her strengths.
- 7.1. He/She understands the importance of a good diet for health.
- 7.2. He/She tries to improve his/her eating habits.
- 8.1. He/She accepts equal rights despite personal differences.
- 9.1. He/She shows a tolerant attitude towards others.
- 9.2. He/She respects his/her classmates and tries to build positive relationships with them.

## **COMPETENCIES – Descriptions and Skills**

### **Linguistic competency**

- Understanding the meaning of written texts.
  - He/She understands the instructions of the exercises without help.

- Enjoying reading.
  - He/She understands and enjoys the texts in the unit.

### **Mathematical competency and basic competencies in Science and Technology**

- Developing and promoting a healthy lifestyle, maintaining a good diet and doing physical exercise.
  - He/She understands the importance of personal hygiene and a healthy diet.

### **Digital competency**

- Understanding coded messages.
  - He/She is able to complete digital activities.

### **Learning to learn**

- Planning necessary resources and the steps to take in the learning process.
  - He/She follows the established steps to resolve problems.
- Applying strategies to improve creative, critical, emotional and independent thinking.
  - He/She is getting better at doing tasks without help.

### **Social and Civic competencies**

- Understanding and showing respect for those with more difficulties and different capabilities who advance at a different pace.
  - He/She respects different learning paces when working in a team.
- Showing willingness to participate actively in the established fields of participation.
  - He/She makes an effort and is constantly engaged in the learning process: he/she participates and shows interest in the activities.

### **Initiative and entrepreneurship**

- Being constantly engaged in work and overcoming difficulties.
  - He/She identifies mistakes when completing then task.

### **Cultural awareness**

- Preparing projects and presentations with aesthetic awareness.
  - He/She does the activities in an organised way.

## COURSE PLANS TERM 2

Unit 8.	January	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Unit 9.	January	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	February <input checked="" type="checkbox"/>
Unit 10.	January	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Unit 11.	February	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Unit 12.	February	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Unit 13.	March	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Unit 14.	March	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### **BASICS**

This term we will focus on aspects related to interpersonal relationships, starting with positive communication and tackling other issues of a more moral nature, such as making decisions together with other people, friends and family. The term will end with a unit that promotes tolerance and respect.

We have tried to transmit clear moral messages that promote positive relationships.

By means of the proposed activities in the units of this term, the objective for the pupils is to acquire the following knowledge:

- We have to learn to listen to others by paying attention to what they want to say with both words and gestures and speak correctly when it is our turn.
- We realise that we don't live alone and that we have to respect people who are around us: our classmates, friends and family.
- With respect to others, we are discovering our freedom and how our actions affect them. We are trying to behave in an appropriate way.
- The people around us are different from us, but they all deserve our respect.

### **METHODOLOGY**

We will apply different methodological strategies when doing the tasks:

- Individual work.
- Cooperative learning: put pupils into groups of 3 or 4 and use the structure of cooperative work suggested in the Teacher's Guide to work on the principles of positive interdependence and face-to-face interaction.
- Group or class discussion after individual work and teamwork.
- Study groups.
- The teacher's explanation.

## **CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS**

### **Contents**

- The difficulty to communicate what we think and feel.
- The need to speak clearly and to listen.
- Group decisions.
- Respect for those who are different to us.
- We behave well at home.
- Correct behaviour and fighting against prejudices.

### **Evaluation Criteria**

1. Using non-verbal communication appropriately.
2. Listening and feeling empathy.
3. Organising arguments in an appropriate way.
4. Communicating feelings effectively.
5. Establishing positive personal relationships with classmates.
6. Starting to learn about altruistic thinking.
7. Respecting rules at home and at school.
8. Understanding the importance of equality and shared responsibility with regards to housework.

### **Learning Standards**

- 1.1. He/She perceives the relationships between gestures and personal emotions.
- 2.1. He/She pays attention to others when they are making contact with him/her.
- 2.2. He/She understands the emotions of the people around him/her.
- 3.1. He/She understands the importance of thinking thoroughly about what he/she wants to say.
- 3.2. He/She uses language in an appropriate way, considering the circumstances.
- 4.1. He/She communicates feelings by means of expressions.
- 5.1. He/She identifies aggressive attitudes and the dangers they entail.
- 5.2. He/She knows how to behave assertively with others.
- 6.1. He/She understands that others also have legitimate interests and he/she is aware of them.
- 7.1. He/She knows and understands that there are obligations to comply with.
- 7.2. He/She helps at home and at school.
- 8.1. He/She criticises sexist prejudices when dividing tasks.

## **COMPETENCIES – Descriptions and Skills**

### **Linguistic competency**

- Understanding the meaning of written texts.
  - He/She understands the instructions of the activities without help.
- Understanding the meaning of oral expressions: orders, explanations, instructions and stories.

- He/She understands what the teacher and his/her classmates are saying.

### **Mathematical competency and basic competencies in Science and Technology**

- Applying strategies to resolve problems in any situation.
  - He/She approaches any problematic situation following logical reasoning and using problem-solving strategies.

### **Digital competency**

- Understanding coded messages.
  - He/She is able to complete digital activities.

### **Learning to learn**

- Planning necessary resources and steps to take in the learning process.
  - He/She follows the established steps for problem solving.
- Being aware of the learning processes.
  - He/She evaluates learning to give feedback on knowledge.

### **Social and Civic competencies**

- Understanding and showing respect for those with more difficulties and different abilities who advance at a different pace.
  - He/She respects different learning paces when working in a team.
- Developing communicative abilities with others in situations of coexistence and to resolve conflicts.
  - He/She is able to communicate with others and acknowledges the importance of diversity of opinions and ideas.

### **Initiative and entrepreneurship**

- Being constantly engaged in work and overcoming difficulties.
  - He/She identifies his/her mistakes in the task.

### **Cultural awareness**

- Appreciating cultural diversity as a source of personal and social wealth.
  - He/She respects different ways of expression that are reflected by human diversity.



## COURSE PLANS TERM 3

Unit 15.	April	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Unit 16.	April	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Unit 17.	April	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Unit 18.	April	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	May	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit 19.	May	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Unit 20.	May	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Unit 21.	June	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

### **BASICS**

---

The final term will deal with more social aspects, responsibilities that children have to take on, not in connection with other people, but in certain situations and institutions.

We have included different aspects that affect school (units 15 and 17), the house (18), the population (19 and 21) and social spheres in general (16).

By means of different proposed activities in the units of this term, the objective for the pupils is to acquire the following knowledge:

- We must respect both the material objects and the people around us.
- It is important to be kind, comply with the norms of different environments and cooperate with the people who help us.
- We must know the rules at school, at home, in the place where we live and also traffic rules, especially those aimed at pedestrians. Pedestrians must respect traffic rules.
- We all have the obligation to help at home.
- We have to recycle to help care for the environment.

### **METHODOLOGY**

---

We will apply different methodological strategies when doing the tasks:

- Individual work.
- Cooperative learning: put pupils into groups of 3 or 4 and use the structure of cooperative work suggested in the Teacher's Guide to work on the principles of positive interdependence and face-to-face interaction.
- Group or class discussion after individual work and teamwork.
- Study groups.
- The teacher's explanation.

## **CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS**

### **Contents**

- We behave well at school and respect the material being taught.
- We are polite and we behave well.
- We work in a team to reach common goals.
- We behave well at home.
- We respect the rules.
- We look after the environment (we recycle).
- We are careful around vehicles in the street.

### **Evaluation Criteria**

1. Identifying and respecting the rules in the classroom.
2. Respecting appropriate behavioural rules.
3. Cooperating with classmates to resolve problems.
4. Understanding the importance of complying with obligations at home.
5. Participating actively in civic life and understanding the importance of respecting rules.
6. Contributing to protecting the environment.
7. Knowing the rules of road safety and accident risks.

### **Learning Standards**

- 1.1. He/She remembers and complies with main behavioural norms in the classroom.
- 1.2. He/She respects the rules in the classroom.
- 2.1. He/She understands good standards of behaviour.
- 2.2. He/She tries to behave correctly using good behavioural norms.
- 3.1. He/She works in a team, cooperating positively.
- 3.2. He/She understands the need to behave according to rules when living together with others.
- 4.1. He/She assumes obligations when living together with others.
- 4.2. He/She tries to comply with obligations at home.
- 5.1. He/She knows and understands the reasons for social norms.
- 5.2. He/She complies with rules that help to protect us.
- 6.1. He/She learns and explains the importance of protecting the environment.
- 6.2. He/She knows and uses instruments to help to protect the environment.
- 7.1. He/She knows the rules of road safety and tries to respect them.

## **COMPETENCIES – Descriptions and Skills**

### **Linguistic competency**

- Understanding the meaning of written texts.
- Understanding the meaning of oral expressions: orders, explanations, instructions and stories.
  - He/She understands what the teacher and his/her classmates say.

### **Mathematical competency and basic competencies in Science and Technology**

- Applying strategies to resolve problems in any situation.

- He/She promotes recycling to care for the environment.

### **Digital competency**

- Understanding coded messages.
  - He/She is able to complete digital activities.

### **Learning to learn**

- Planning necessary resources and steps to take in the learning process.
  - He/She follows the established steps to resolve problems.
- Being aware of the learning processes.
  - He/She evaluates the learning process to give feedback.

### **Social and Civic competencies**

- Understanding and showing respect for those with more difficulties and different capabilities who advance at a different pace.
  - He/She is respectful to others, knows his/her obligations and tries to comply with them.
- Developing communication skills when dealing with others in everyday situations, at school and when resolving conflicts.
  - He/She develops the capacity to communicate with others and understands the importance of diversity of opinions and ideas.

### **Initiative and entrepreneurship**

- Being constantly engaged in work and overcoming difficulties.
  - He/She identifies his/her mistakes in the task.

### **Cultural awareness**

- Preparing projects and presentations with aesthetic awareness.
  - He/She works in an organised way.