

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

In this block we will focus on all aspects that have to do with self-discovery and evaluating one's personal characteristics, trying to introduce ideas that help personal development and maturity: learning to wait and to organise; helping others and appreciating other people, etc.

We will focus especially on evaluating oneself positively.

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

We are aware of our physical appearance and we accept it as part of us.

We are gaining self-confidence, each time being able to do more things.

It is very important to learn to be patient.

It is important to learn to organise one's own time and it is a good idea to use an agenda for this purpose.

We all have to cooperate at home.

Personal differences are a source of wealth, and don't affect personal dignity.

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 Book to work on the principles: 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

- I like the way I am.
- I know myself better.
- I learn to be more patient.
- I organise myself with the help of an agenda.
- I help at home.
- I understand that others have rights.
- I learn to ask myself questions properly.

Evaluation Criteria

1. Accepting one's personal characteristics as the first step to improving oneself by means of making an effort.
2. Building on a personal strategy to be respectable and dignified.
3. Appreciating the importance of perseverance in developing one's personality.
4. Improving entrepreneurial spirit.
5. Developing commitment and respect for oneself and for others.
6. Making an effort to reach positive individual and collective objectives.
7. Acquiring better skills to set objectives correctly.

Learning Standards

- 1.1. He/She identifies his/her physical characteristics and appreciates his/her virtues and assumes his/her mistakes.
- 2.1. He/She explains the importance of loving oneself and others.
- 2.2. He/She behaves in a respectable and dignified way.
- 3.1. He/She identifies, describes and appreciates resilience strategies.
- 3.2. He/She represents his/her personality in a positive way.
- 4.1. He/She understands the importance of an agenda.
- 4.2. He/She organises his/her time appropriately.
- 5.1. He/She understands and demonstrate the advantages of helping others.
- 5.2. He/She cooperates at home and with his/her classmates.
- 6.1. He/She understands the rights of others.
- 6.2. He/She generates confidence in classmates by making an effort.
- 6.3. He/She proposes solutions to solve problems in teamwork
- 7.1. He/She reasons properly and comes up with appropriate questions for his/her age.

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 the texts of the units.

Mathematical competency and basic competencies in Science and

Technology

- Applying resolutive strategies to any problematic situation.
 - He/She approaches any problematic situation following logical reasoning and problem solving strategies.

Digital competency

- Understanding messages displayed in different codes.
 - He/She is able to do 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 improves his/her skills to do task without help.

Social and Civic competencies

- Communicating efficiently with others when living together and at work to resolve conflicts.
 - He/She is able to communicate with others and acknowledges wealth in the diversity of opinions and ideas.
- Learning to behave based on different values.
 - He/She makes an effort and perseveres his/her learning: he/she pays attention, participates in and does the activities with interest.

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 sense.
 - He/She works 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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. We will start with issues that have to do with linguistic communication, trying to reflect complementary aspects to the ones commonly studied in language class.

The way to communicate emotions and arguments are especially relevant as well as acknowledging others as interlocutors and people with the same rights as us. This is why this term ends with a unit dedicated to justice.

The objective for the pupils in the units of this term is to acquire the following knowledge by means of different activities:

We must learn to listen to others by paying attention to what they want to say both with their words and gestures.

We must try to communicate better both verbally and non-verbally, by making an effort to identify our own and others emotions.

We will learn what reasoning is and its importance.

We realise that we don't live alone and we must respect people around us: classmates, friends and family.

We must accept that others think differently from us.

The people around us are different from us, but they deserve our respect.

METHODOLOGY

We will apply different methodological strategies when doing the tasks:

- Individual work.
- Cooperative teamwork: put pupils into groups of 3 or 4 and use the structure of cooperative work suggested in the Teacher's Book to work on the principles: positive interdependence and face-to-face interaction.

- Group or class discussion after individual and teamwork.
- Study groups.
- The teacher's explanation.

CONTENTS/EVALUATION CRITERIA/LEARNING STANDARDS

Contents

- Non-verbal communication.
- Verbal communication and listening skills.
- Reasoning skills.
- Expressing feelings.
- Conversation, discussion and respecting different opinions.
- Respect for others.
- Justice.

Evaluation Criteria

1. Identifying and using non-verbal language.
2. Being able to listen and feel emphatically.
3. Communicating appropriately.
4. Expressing feelings effectively.
5. Discussing and sharing each others' points of view.
6. Behaving tolerantly and respecting differences.
7. Reflecting upon justice.

Learning Standards

- 1.1. He/She understands opinions, feelings and emotions expressed in a non-verbal way.
- 1.2. He/She understands non-verbal messages and their relation to communicating emotions.
- 2.1. He/She listens to and understands communication putting him/herself in the other person's position.
- 2.2. He/She knows and understands the importance of active and positive listening.
- 3.1. He/She presents his/her arguments respectfully.
- 3.2. He/She expresses his/her opinion effectively and in a reasonable way.
- 4.1. He/She cooperates in activities showing interest in others.
- 4.2. He/She shares feelings with others.
- 5.1. He/She initiates a respectful and an open dialogue with others.
- 5.2. He/She appreciates dialogue as an effective means of communication.
- 6.1. He/She looks up to people around him/her and treats them respectfully.
- 6.2. He/She shows a tolerant attitude towards others.
- 7.1. He/She understands the meaning of justice.
- 7.2. He/She tries to behave fairly with others.

COMPETENCIES – Descriptions and Skills

Linguistic competency

- Understanding the meaning of written texts.

- He/She understands the instructions of the exercises without help.
- Understanding the meaning of oral expressions.
 - He/She understands what his/her teacher and classmates say.

Mathematical competency and basic competencies in Science and Technology

- Applying resolutive strategies to any problematic situation.
 - He/She approaches any problematic situation following logical reasoning and problem solving strategies.

Digital competency

- Understanding messages displayed in different codes.
 - He/She is able to do 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.
- 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 capacities who advance at a different pace.
 - He/She is respectful with the others, knows his/her obligations and tries to comply with them.
- Developing communicative capacity with the others in situations of coexistence, at work and to resolve conflicts.
 - He/She develops the capacity to communicate with others and understands the wealth of the 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 diversity as a source of personal and social wealth.
 - He/She shows a tolerant attitude towards human diversity, he/she listens actively and explains his/her opinion.

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 route of concentric circles from inside to outside that is proposed in this book will finally deal with more social aspects, responsibilities that children have to acquire not only when dealing with other people, but in certain situations and institutions.

This term we will deal with issues related to friendship (15) and comradeship, (19) social rules where we live (16) and traffic rules (21). We will also deal with two subjects with the objective of giving guidelines to improve relationships with others in general (17 and 18).

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

It is important to comply with the rules of the different places around us.

We must know the rules of the place where we live and the traffic rules, especially those for pedestrians. We must respect them, as they benefit us. We must learn to behave with others in an assertive, respectful and peaceful way.

We must appreciate relationships and friendships with our classmates.

We must try to recycle to help care for the environment.

METHODOLOGY

We will apply different methodological strategies when doing the tasks:

- Individual work.
- Cooperative teamwork: put pupils into groups of 3 or 4 and use the structure of cooperative work suggested in the Teacher's Book to work on the principles: 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

- Our relationship with friends.
- We respect the rules.
- We learn to say "no".
- We don't hurt ourselves.
- Our relationship with classmates.
- We care for the environment.
- We are careful in the street and on the road.

Evaluation Criteria

1. Appreciating friendship and its benefits.
2. Understanding and respecting social rules.
3. Being assertive.
4. Resolving conflicts in a peaceful way.
5. Contributing to improving the atmosphere in class by practising altruism at school.
6. Contributing to caring for the environment.
7. Knowing the rules of road safety and the risks of accidents.

Learning Standards

- 1.1. He/She knows the most important characteristics of friendship.
- 1.2. He/She is able to make friends.
- 2.1. He/She respects social rules.
- 2.2. He/She understands and explains the importance of complying with rules.
- 3.1. He/She appreciates and tries to use assertiveness.
- 4.1. He/She distinguishes and identifies different attitudes towards conflicts.
- 4.2. He/She resolves conflicts in a constructive way.
- 4.3. He/She rejects violence.
- 5.1. He/She understands the implications of sharing tasks with classmates.
- 5.2. He/She interacts with his/her classmates adequately.
- 5.3. He/She is generous with classmates.
- 5.4. He/She understands the benefits of altruism.
- 6.1. He/She shows interest in the natural environment and gives reasons to care for it.
- 6.2. He/She grows more aware of the importance of respecting nature.
- 7.1. He/She understands what the rules of road safety are and complies with them.
- 7.2. He/She takes measures to avoid traffic accidents.

COMPETENCIES – Descriptions and Skills

Linguistic competency

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

- Understanding the meaning of oral expressions.
 - He/She understands what his/her teacher and classmates say.

Mathematical competency and basic competencies in Science and Technology

- Committing to use natural resources in a responsible way to promote sustainable development.
 - He/She reduces consumption and recycles and reuses materials to promote caring for the environment.

Digital competency

- Understanding messages displayed in different codes.
 - He/She is able to do 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.
- Being aware of the learning process.
 - He/She evaluates the learning process to give feedback.

Social and Civic competencies

- Learning to behave based on different values.
 - He/She is respectful with the others, knows his/her obligations and tries to comply with them.
- Communicating efficiently with others when living together and working to resolve conflicts.
 - He/She develops the ability to communicate with others and understands the wealth of the 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 diversity as a source of personal and social wealth.
 - He/She works in an organised way.