



Growing together to achieve international success

Excerpt from the didactic programming for
the area of

KNOWLEDGE OF THE NATURAL
ENVIRONMENT

3rd grade of Primary Education

Course 2023/2024

Vicente Cañada Blanch High School

LONDON

ELABORATED BY THE TEACHING TEAM OF 3RD GRADE OF ELEMENTARY
SCHOOL

1.- Sequencing of the evaluation criteria of the specific competencies and associated knowledge.

FIRST QUARTER

Learning situation	Basic knowledge
<p>Digitalizing-Us: in this first situation, the aim is for students to generate their own digital and personal learning environment. In addition, thinking skills will be incorporated to be used in the next situations.</p> <p>Final product: oral presentation of a scientific research project, to be carried out personally or in groups and accompanied by a digital support.</p>	<p>A. Scientific culture.</p> <p>1. Initiation in scientific activity.</p> <ul style="list-style-type: none"> – Inquiry procedures appropriate to the needs of the research (observation over time, identification and classification, search for patterns, creation of models, research through information search, experiments with control of variables...). – Basic scientific vocabulary related to the different investigations. Presentation of results in oral and written format (graphs, tables, drawings, sketches...). – Encouragement of curiosity, initiative and perseverance in carrying out the different research projects. <p>B. Technology and digitalization.</p> <p>1. Digitization of the personal learning environment.</p> <ul style="list-style-type: none"> – Devices, resources and digital tools according to the needs of the educational context. – Strategies for safe and efficient guided information searches on the Internet (assessment, discrimination, selection and organization). – Basic safety and privacy rules for surfing the Internet and for protecting the personal digital learning environment. – Restricted and secure digital resources and platforms to communicate with others. Digital etiquette, basic rules of courtesy and respect, and strategies for solving problems in digital communication. – Strategies to promote physical and mental digital well-being. Recognition of the risks associated with inappropriate and unsafe use of digital technologies (excessive time of use, cyberbullying, access to inappropriate content, advertising and spam, etc.), and strategies for action.
<p>Saving the world is in your hands.</p> <p>During this situation we will start with the conceptualization of the different kingdoms of living beings and ecosystems in the world. In addition, the five fundamental problems will be addressed and research will be done on them and their possible solutions.</p> <p>The final product will be a design project through the creation of an eco-social awareness campaign with the title "Saving the world is in your hands".</p>	<p>2. Life on our planet.</p> <ul style="list-style-type: none"> – The kingdoms of nature from a general and integrated perspective from the study and analysis of the characteristics of different ecosystems. - Characteristics of animals that allow their classification and differentiation into subgroups related to their adaptive capacity to the environment: obtaining energy, relationship with the environment and perpetuation of the species. – Characteristics of plants that allow their classification in relation to their adaptive capacity to the environment: obtaining energy, relationship with the environment and perpetuation of the species. – Ecosystems as a place where biotic and abiotic factors intervene, maintaining a balance between biotic and abiotic factors.

	<p>different elements and resources. Importance of biodiversity.</p> <ul style="list-style-type: none"> – Ecosystem functions and services. – Relationship of human beings with ecosystems to meet the needs of society. Examples of good and bad uses of the natural resources of our planet and their consequences. <p>4. Ecosocial awareness.</p> <ul style="list-style-type: none"> – Climate change. Introduction to the causes and consequences of climate change, and its impact on the Earth's landscapes. Mitigation and adaptation measures. - Ecosocial responsibility. Eco-dependence and interdependence between people, societies and the natural environment. – Transformation and degradation of natural ecosystems by human action. Conservation and protection of nature. Animal abuse and its prevention. – Sustainable lifestyles. Responsible consumption and production, balanced and sustainable food, efficient use of water and energy, safe, healthy and sustainable mobility, and waste prevention and management.
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SECOND QUARTER

Learning situation	Basic knowledge
<p>Projecting the future. In this situation it is intended that the students develop a design project through computational thinking, for this purpose the theme proposed by the First Lego League of England will be used, to which a team formed by the students of the group/class will be presented.</p> <p>As a final product, there will be an exhibition among the students of the same level (a technology fair will be held to show it at the school level and/or with the participation of the families).</p> <p>Throughout this situation, activities related to women in science will be introduced on the occasion of the celebration of the international day celebrated on February 11.</p>	<ul style="list-style-type: none"> - The importance of using science and technology to help understand the causes of one's actions, make reasoned decisions and perform tasks more efficiently. <p>A. Technology and Digitalization</p> <ul style="list-style-type: none"> – Phases of design projects: design, prototyping, testing and communication. - Materials, tools and objects suitable for the achievement of a design project. - Simple cooperative techniques for teamwork (assignment of roles and tasks, self-evaluation, co-evaluation...) and strategies for conflict management and promotion of empathetic and inclusive behaviors. – Initiation in programming through analog (unplugged activities) or digital resources (digital platforms for programming initiation, block programming applications, educational robotics...).
<p>Materializing from experimentation</p> <p>The aim of this learning situation is to introduce students to the concept of matter and to the main</p>	<p>A) Scientific Culture.</p> <p>1.- Initiation in the scientific activity.</p> <ul style="list-style-type: none"> - Appropriate instruments and devices to make accurate observations and measurements according to the needs of the research (recording sheets,

<p>characteristics based on experimentation.</p> <p>In the final product, students will be asked to carry out an experimental process that demonstrates the different states of aggregation of matter, as well as the fundamental characteristics of each one of them. These will be videotaped and a joint genially will be made so that they can be seen by families and create a database for future learning situations.</p>	<p>instruments to measure with conventional units, observation instruments such as the binocular magnifying glass...). - Basic scientific vocabulary related to the different investigations. Presentation of results in oral and written format (graphs, tables, drawings, sketches...). - Encouragement of curiosity, initiative and perseverance in carrying out the different investigations.</p> <p>Matter, forces and energy.</p> <p>-- Heat. Changes of state, conductive and insulating materials, measuring instruments and applications in everyday life.</p> <p>- The reversible (physical) and irreversible (chemical) changes that matter undergoes from an initial to a final state by identifying the processes and transformations it undergoes in everyday life situations (states of aggregation, magnetization, combustion, oxidation, etc.).</p>
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THIRD TRIMESTER

Learning situation	Basic knowledge
<p>Strength and energy.</p> <p>In this situation the students will be proposed to approach the theories of physics regarding forces and the different types of energy.</p> <p>Final product: on the one hand, it will be proposed the realization of an exhibition of a research-experimentation process in front of their classmates. On the other hand, they will develop a research project on an energy, analyzing its pros and cons in terms of effectiveness, environmental costs, impact of its use... to be presented in paper or digital format to their group/class.</p>	<p>A. Scientific culture.</p> <p>1. Initiation in scientific activity</p> <p>- The importance of the use of science and technology to help understand the causes of one's actions, make reasoned decisions and perform tasks more efficiently</p> <p>Matter, forces and energy</p> <p>- Contact and distance forces (resistance, gravity, magnetism...). Forces and their effects (moving, deforming, stopping...).</p> <p>4. Ecosocial awareness.</p> <p>- Climate change. Introduction to the causes and consequences of climate change, and its impact on the Earth's landscapes. Mitigation and adaptation measures.</p> <p>- Sustainable lifestyles. Responsible consumption and production, balanced and sustainable nutrition, efficient use of water and energy, safe, healthy and sustainable mobility, and waste prevention and management.</p>
<p>Mapping learning.</p> <p>In this situation, a review will be made of the different axes of learning that have been carried out during the academic year. To this end, the techniques, strategies and tools used will be recalled and put into practice with other topics.</p>	<p>2. Design projects and computational thinking.</p> <p>- Simple cooperative techniques for teamwork (assignment of roles and tasks, self-evaluation, co-evaluation...) and strategies for conflict management and promotion of empathic and inclusive behaviors.</p>

2.- Methodological and didactic principles

Regarding the area of Knowledge of the Natural Environment, the Royal Decree establishes that learning situations must integrate active and specific methodologies that awaken curiosity and motivation to continue learning. These methodologies will be the basis for the development of scientific, historical and geographical thinking, as well as systemic, design or computational thinking. Fostering curiosity through questioning will be the first step in applying scientific inquiry methodologies that incorporate activities based on observation, information search, induction, deduction, hypothesis and prediction development, experimentation, creation of explanatory models, and elaboration and communication of conclusions.

3. Transversal contents: British values and protected characteristics.

Democracy:

-Carrying out democratic voting during the development of Knowledge of the Natural Environment for the taking of different collective decisions.

The rule of law

-Poster in class showing the rule of law

Individual liberty:

-Encouragement of individual decision making, through the choice of different projects to be developed in the area.

Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith:

-Respect for cultural differences and levels of intellectual and motor development that students may present during the development of environmental knowledge classes.

- Respect for all people and non-discrimination based on sex, race, religion or beliefs will be encouraged in the development of the classes of Knowledge of the Natural Environment.

- The theme of children's rights will be addressed.

4. Evaluation procedures and instruments

The evaluation will be conducted through three procedures:

- Written procedure.
- Oral proceedings.
- Attitudinal procedure.

Within each procedure we will find the following evaluation instruments.

WRITINGS	ORALS	ACTITUDINAL
<ul style="list-style-type: none"> • Various student tasks performed in the daily classroom activity. • Various student evaluation activities (book, photocopiable worksheets, written test...). • Group work. • ICT activities: interactive. • Notebook. 	<ul style="list-style-type: none"> • Individual and collective questions. • Dialogue. • Oral presentation. • Individual oral test. 	<ul style="list-style-type: none"> • Observation and evaluation of the degree of participation of each student and the quality of their interventions. • Order, cleanliness, quality. • Compliance with standards. • Attitude in class.

REFERENCES

The evaluation instruments described in the previous section (tasks, activities, assignments, projects, notebooks...) will allow us to generate evaluation rubrics which will show the learning achieved by the students in a qualitative or quantitative gradient.

Thus, student learning descriptors will be reflected in a qualitative (MB, B, +, ☺, etc.) and/or quantitative rubric.

EVALUATION RESULTS

The final results to be included in the student's academic record, will be obtained from the qualification of the learning standards and the qualification criteria will include a numerical qualification, without decimals and on a scale of one to ten, which will accompany the insufficient (1, 2, 3 and 4), sufficient (5), good (6), notable (7 and 8), and outstanding (9 and 10).

5. Qualification criteria

The concretization for our level in percentages will be as follows:

PROCEDURE	INSTRUMENTS	PERCENTAGE
Observation Attitudinal Standards	Checklist	20%
	Headings	
Tests	Written tests	20%
	Oral tests	
Productions	Notebook	55%
	Class work	
	Exhibition of works	
	Works on books read	
	Paper or ICT work	
Percentage of grade assigned to the reading plan		5%