

Extract from the programme of the area of Knowledge of the Environment 4th year Primary Education



**EXTRACT FROM THE PROGRAMME OF THE ENVIRONMENTAL KNOWLEDGE AREA  
FOR YEAR 4 GRADE OF PRIMARY EDUCATION**







## 2.- Methodological and didactic principles

The methodological principles that will guide teaching practice are set out in Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching requirements for Primary Education, according to which the area must be approached in an experiential way, giving special relevance to manipulation, especially in the first levels, and progressively promoting the continuous use of digital resources, proposing learning situations to pupils that encourage reflection, reasoning, the establishment of connections, communication and representation.

In the same way, it is recommended to combine different teaching methodologies that favour inclusive mathematics and motivation to learn, and that also generate curiosity and the need for students to acquire the knowledge, skills and attitudes of the area.

Active methodologies are particularly appropriate in a competence-based approach, as they allow knowledge to be constructed and classroom activity to be energised through the exchange of ideas. Learning situations facilitate interdisciplinarity and encourage reflection, criticism, the development of hypotheses and research work.

With regard to 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 enquiry methodologies that incorporate activities based on observation, information seeking, induction, deduction, hypothesis and prediction, experimentation, the creation of explanatory models and the development and communication of conclusions.

### 3.- Transversal contents. British Values and protected characteristics

- Democracy:

-Carrying out democratic voting during the development of Natural Environment Knowledge 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.

#### ACTIVITIES RELATED TO PROTECTED CHARACTERISTICS.

Sex, race, religion or belief, disability, gender reassignment, pregnancy and maternity and disability.

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

The themechildren's rights will be addressed

### 4.- Evaluation

#### 4.1. Assessment procedures and instruments

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

**4.2. Qualification criteria**

PROCEDURE	INSTRUMENTS	PERCENTAGE
Observation Attitudinal Standards	Checklist	30%
	Headings	
Tests	Written test	20%
	Oral test	
Productions	Notebook	55%
	Class work	
	Exhibition of works	
	Works on books read	
	Paper or ICT works	
Percentage of the grade allocated to the reading plan		5%