

## NATURAL SCIENCE CURRICULUMENKO EBALUAZIO-IRIZPIDEAK

1. Ea gidoi bat oinarri hartuta ikerketak, laborategiko praktikak edo landa- azterketak egiten dituen, metodologia zientifikoa aplikatuz, eta ea haien garapena balioesten duen eta emaitzak interpretatzen dituen.
2. Ea lan zientifikoaren berezko estrategiak aplikatzen dituen zereginak eta proiektuak egitean.
3. Ea ezagutzen eta hautatzen duen laborategiko oinarrizko materiala, eta ea behar bezala erabiltzen duen.
4. Ea tresna digitalak eta Internet erabiltzen dituen, informazioa kudeatzeko eta esperimendu birtualak egiteko, programa eta aplikazio digital egokiak erabiliz eta behaketatik lortutako datuak integratuz, eta emaitzak jakitera emateko.
5. Ea lotzen dituen ideia zientifikoak aurrerapen teknologikoekin eta beste arlo batzuekin, eta ea ohartzen den bizi-kalitatearen hobekuntza dakartela.
6. Ea identifikatzen eta kokatzen dituen gizakiaren bizi-funtzioetan parte hartzen duten organo, aparatu eta sistema nagusiak, ea badakien zer lotura duten elkarren artean, eta ea erlazionatzen duen haien funtzionamendua osasun-ohitura jakin batzuekin.
7. Ea barneratzen duen zer-nolako arriskua dakarten eguneroko bizitzan norberaren ongizatea edo osasuna kaltetu dezaketen jokabideek, hala nola drogen kontsumoak edo portaera-mendetasunak sor ditzaketen jokabideek, eta ea saihesten dituen.
8. Ea azaltzen dituen izaki bizidunen arteko erlazioak, haien egiturak, oinarrizko ezaugarriak, funtzioak eta habitatak aztertuz.
9. Ea identifikatzen eta deskribatzen duen zer portaera duten gorputzek argiaren, elektrizitatearen, magnetismoaren, beroaren eta soinuaren eraginpean, ea azaltzen dituen materialen fenomeno fisikoak eta kimikoak, esperimendu edo ikerketa soilak eginez, eta ea emaitzak jakitera emateko tresna egokiena aukeratzen duen.
10. Ea bereizten eta aurreikusten duen zer aldaketa gertatzen diren gorputzen higiduran, forman edo egoeran indarren edo energia-ekarpenen eraginez, esperimendu edo ikerketa soilen bidez, eta ea prozesua eta emaitzak modu egokian jakitera ematen dituen.
11. Ea proiektu teknologiko bat egiten duen, aurrez planifikatuta, objektuak eta tresnak eraikitzeke, energia-iturriak erabiliz eta eragile nahiz material egokiak aukeratuz, eta ea baliatutako estrategiei buruzko informazioa ematen duen.
12. Ea gizakiaren jarduerak natura-ingurunean duen eragina azaltzen duen, argudiatuz, adibideak emanez eta haren efektuetako batzuk deskribatuz, eta ea ondorioak ateratzen dituen.

## 4. MAILA

### 1<sup>st</sup> TERM (Unit 5 Plants / Unit 8 Energy)

#### UNIT 5 Plants

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
Plants.	Know the characteristics of and classify plants.	Observes, directly and indirectly, knows the characteristics of and classifies plants.
First approaches to scientific activity and the scientific method. Use of different information sources (direct and indirect). Use ICTs.	Obtain relevant information about specific phenomena, make predictions, integrate information from direct and indirect observation and communicate the results.	With help, selects and organises specific and relevant information; analyses it and draws conclusions; reflects on the experience and the process; presents the results.
First approaches to scientific activity and the scientific method. Use of different information sources (direct and indirect). Use ICTs. First approaches to simple experiments and investigations	Obtain relevant information about specific phenomena, make predictions, integrate information from direct and indirect observation and communicate the results. Conjecture as to the results of natural occurrences and of simple experiments and investigations.	Use books, libraries, etc. and collaborate in the care and maintenance of all the materials available in the school and the classroom. Shows autonomy in the planning of activities and tasks and shows initiative in decision taking. With help, carries out simple experiments or investigations, and conjectures as to the results.

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
Individual and group work	Work independently and proactively and develop strategies for working in a group.	Uses strategies to help their own learning, as well as asking for help and information.
Individual and group work Planning a project and presenting a report	Work independently and proactively and develop strategies for working in a group. Carry out a project and present a report.	First approaches to cooperative learning
		Begins observation, using relevant instruments and consulting written documents and images.
Planning a mindmap and performing a content play.	Carry out a mindmap and perform a content play.	Shows autonomy and proactiveness in the planning of and carrying out of actions.
		Presents work clearly and in an organised fashion.
		With help, carries out a project and presents a report, using paper and/or digital means, collecting information from different sources, presenting the results orally and with the support of images and short texts.

## UNIT 8 Energy

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
Renewable and non-renewable energy.	Differentiate between renewable and non-renewable energy.	Differentiates between renewable and non-renewable energy and identifies the different sources of energy and prime materials they come from.
Types of energy.	Identify the main characteristics of different types of energy.	Identifies the main characteristics of different types of energy: kinetic, electrical, light, thermal, sound and energy.
Light energy.	Understand the main characteristics of light.	Understands the main characteristics of light and how it reacts when it comes into contact with different objects: opaque, translucent, transparent, reflection, and refraction.
Thermal energy.	Understand the main characteristics of thermal energy.	Understands some of the characteristics and effects of thermal energy: change of shape, dilation, transmission of heat, increase in temperature, etc.
Sound energy.	Know the main characteristics of sound energy.	Knows the main characteristics of sound energy.
		Observes and identifies intensity, sound and pitch.
		Identifies the principal characteristics of the transmission of sound through different materials.

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
		Understands the concept of noise pollution. Proposes ways to avoid it and values the importance of the absence of sound.
First approaches to scientific activity and the scientific method. Use of different information sources (direct and indirect). Use ICTs.	Obtain relevant information about specific phenomena, make predictions, integrate information from direct and indirect observation and communicate the results.	With help, selects and organises specific and relevant information; analyses it and draws conclusions; reflects on the experience and the process; presents the results.
		Use books, libraries, etc. and collaborate in the care and maintenance of all the materials available in the school and the classroom.
		Shows autonomy in the planning of activities and tasks and shows initiative in decision taking.
First approaches to simple experiments and investigations.	Conjecture as to the results of natural occurrences and of simple experiments and investigations.	With help, carries out simple experiments or investigations, and conjectures as to the results.
Individual and group work.	Work independently and proactively and develop strategies for working in a group.	Uses strategies to help their own learning, as well as asking for help and information.
		First approaches to cooperative learning.
Planning a project and presenting a report.	Carry out a project and present a report.	Begins observation, using relevant instruments and consulting written documents and images.
		Shows autonomy and proactiveness in the planning of and carrying out of actions.

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
		Presents work clearly and in an organised fashion.
		With help, carries out a project and presents a report, using paper and/or digital means, collecting information from different sources, presenting the results orally and with the support of images and short texts.

## 2<sup>nd</sup> TERM ( Unit 1 Body Systems / Unit 2 Looking after yourself)

### UNIT 1 Body systems

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
Parts of the body	Know the parts of the human body: internal and external.	Knows the parts of the body: internal and external.
Nutrition	Know the different organs and systems involved in nutrition.	Explains the process of nutrition, and knows the organs and systems involved.
Interaction	Know the different organs and systems involved in interaction.	Explains the process of interaction and knows the organs and systems involved.
Reproduction	Know the different organs involved in reproduction, and the difference between the male and female reproductive systems.	Knows the different organs involved in reproduction and the difference between the male and female reproductive systems.
		Understands how human beings are born.
First approaches to scientific activity and the scientific method. Use of different information sources (direct and indirect). Use ICTs.	Obtain relevant information about specific phenomena, make predictions, integrate information from direct and indirect observation and communicate the results.	With help, selects and organises specific and relevant information; analyses it and draws conclusions; reflects on the experience and the process; presents the results.
		Use books, libraries, etc. and collaborate in the care and maintenance of all the materials available in the school and the classroom.
		Shows autonomy in the planning of activities and tasks and shows initiative in decision taking.

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
First approaches to simple experiments and investigations	Conjecture as to the results of natural occurrences and of simple experiments and investigations.	With help, carries out simple experiments or investigations, and conjectures as to the results.
Individual and group work	Work independently and proactively and develop strategies for working in a group.	Uses strategies to help their own learning, as well as asking for help and information.
		First approaches to Cooperative Learning
Planning a project and presenting a report	Carry out a project and present a report.	Begins observation, using relevant instruments and consulting written documents and images.
		Shows autonomy and proactiveness in the planning of and carrying out of actions.
		Presents work clearly and in an organised fashion.
		With help, carries out a project and presents a report, using paper and/or digital means, collecting information from different sources, presenting the results orally and with the support of images and short texts.

## UNIT 2 Looking after yourself

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
Healthy habits.	Understand different healthy habits and their benefits for our health.	Identifies, understands and adopts different healthy habits and their importance for our health: diet, exercise, sleep, hygiene, medical check-ups.
Unhealthy habits.	Understand different unhealthy habits and the damage they can do to our	Understands different unhealthy habits and the damage they can do to our health.
		Adopts a critical attitude towards habits that can damage our health.
		Accepts the toxic effects of alcohol and tobacco on the health, above all when consumed at a young age.
Emotions and feelings.	Understand their own emotions and feelings and those of others.	Understands and identifies their own emotions and feelings, and those of others.
		Displays empathy towards other children and adults.
Scientific developments.	Identify some scientific advances that have improved our lives.	Observes, identifies and describes some scientific and investigative advances that have improved our lives.
First aid.	Know the basics of first aid.	Knows the basics of first aid.
First approaches to scientific activity and the scientific method. Use of different information	Obtain relevant information about specific phenomena, make predictions, integrate information from direct and indirect	With help, selects and organises specific and relevant information; analyses it and draws conclusions; reflects on the experience and the process;

<b>CONTENT</b>	<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS</b>
sources (direct and indirect). Use ICTs.	observation and communicate the results.	Use books, libraries, etc. and collaborate in the care and maintenance of all the materials available in the school and the classroom.
		Shows autonomy in the planning of activities and tasks and shows initiative in decision taking.
First approaches to simple experiments and investigations	Conjecture as to the results of natural occurrences and of simple experiments and investigations.	With help, carries out simple experiments or investigations, and conjectures as to the results.
Individual and group work	Work independently and proactively and develop strategies for working in a group.	Uses strategies to help their own learning, as well as asking for help and information.
		First approaches to Cooperative Learning
Planning a project and presenting a report	Carry out a project and present a report.	Begins observation, using relevant instruments and consulting written documents and images.
		Shows autonomy and proactiveness in the planning of and carrying out of actions.
		Presents work clearly and in an organised fashion.
		With help, carries out a project and presents a report, using paper and/or digital means, collecting information from different sources, presenting the results orally and with the support of images and short texts.

### 3<sup>rd</sup> TERM ( Unit 8 Energy)

## UNIT 4 Animals

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
Vertebrates.	Know the characteristics of and classify vertebrates.	Observes, directly and indirectly, knows the characteristics of and classifies vertebrates.
Invertebrates.	Know the characteristics of and classify vertebrates.	Observes, directly and indirectly, knows the characteristics of and classifies invertebrates.
Interest in and respect for animals.	Show interest in the study of animals and in their care and protection.	Shows interest in the study of animals and in their care and protection.
First approaches to scientific activity and the scientific method. Use of different information sources (direct and indirect). Use ICTs.	Obtain relevant information about specific phenomena, make predictions, integrate information from direct and indirect observation and communicate the results.	With help, selects and organises specific and relevant information; analyses it and draws conclusions; reflects on the experience and the process; presents the results.
		Use books, libraries, etc. and collaborate in the care and maintenance of all the materials available in the school and the classroom.
		Shows autonomy in the planning of activities and tasks and shows initiative in decision taking.
First approaches to simple experiments and investigations	Conjecture as to the results of natural occurrences and of simple experiments and investigations.	With help, carries out simple experiments or investigations, and conjectures as to the results.
Individual and group work	Work independently and proactively and develop strategies for working in a group.	Uses strategies to help their own learning, as well as asking for help and information.
		First approaches to cooperative learning

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS
Planning a project and presenting a lapbook (check ARAZO-EGOERAK)	Carry out a project and present a LAPBOOK	Begins observation, using relevant instruments and consulting written documents and images.
		Shows autonomy and proactiveness in the planning of and carrying out of actions.
		Presents work clearly and in an organised fashion.
		With help, carries out a project and presents a report, using paper and/or digital means, collecting information from different sources, presenting the results orally and with the support of images and short texts.

## 5. MAILA

### 1<sup>st</sup> TERM (Unit 1 Living things / Unit 3 Health and illness)

#### UNIT 1 Living things

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Living things, non-living things. Differentiation.	1. Differentiate living things from non-living things according to the presence of the three vital functions.	1.1 Identifies specific organisms as living things and justifies the answer based on the observation of the three vital functions.	MST	7-8
Internal organisation of the living things. Structure of living things: cells, tissues, organs, systems (main features and functions).	2. Know the structure of living things: cells, tissues, organs, systems: identifying the main features and functions.	2.1. Identifies and describes the structure of living things: cells, tissues, organs, systems.	MST	10
		2.2. Identifies the main features and functions of living things.	MST	8-9, 11
Classification of living things: Kingdoms (animals, plants, fungus and other Kingdoms). Vertebrates and non-vertebrates, features and classification.	3. Know the different levels of classification of living things, considering their characteristics and types.	3.1. Classifies the living things in: Animal Kingdom, Plant Kingdom, Fungus Kingdom, Protist Kingdom and Monera Kingdom, considering their characteristics.	MST	12-13
		3.2. Uses guides in the identification of the animals.	MST, LTL	14
Introduction to Science. Experimental approach to matters related to Natural Science.	4. Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	4.1. Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST	14-15
		4.2. Looks for, selects and organises relevant information from direct and indirect sources.	AUT	13-15

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Interest in the observation and in-depth study of matters related to Natural Science.	5. Show interest in the observation and in-depth study of matters related to Natural Science.	5.1. Shows certain precision and rigour in the observation and elaboration of practical and written work.	MST, LTL	14

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Use of different sources of information (direct sources, books, etc.).	6. Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	6.1. Consults and uses written documents, images, graphs.	LTL, LIN	13, 15
		6.2. Communicates the results verbally or in writing, presenting them with graphic support.	LIN	13-15
		6.3. Uses vocabulary appropriate to each content block.	LIN	13-15
		6.4. Verbally explains the contents related to the subject area in a clear and organised manner.	LIN	13-14
Reading, analysis and synthesis of texts belonging to the subject area.	7. Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	7.1. Develops strategies suitable for accessing information in scientific texts.	LIN, LTL	6, 9, 16
		7.2. Analyses the information, drawing conclusions, and speaks about the experience reflecting on the process. Communicates through writing and speech.	LTL, LIN	9, 16
Study techniques. Development of effective work habits.	8. Apply work and study strategies which allow for an effective learning process.	8.1. Knows and applies the strategies to work and study effectively.	LTL, AUT	16-17
		8.2. Reflects on the work done, drawing conclusions on how to work. Learns and develops strategies for continued learning.	LTL	14-17

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Individual and group work with a focus individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	9. Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	9.1. Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	14
Planning projects by sequencing tasks and organising a temporal distribution. Decision-making: criteria and outcomes. Writing reports.	10. Set up projects and provide reports.	10.1. Presents the work on paper or digital support in a clear, neat and organised manner.	DIG, LIN	14

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Creativity and originality in projects.	11. Carrying out projects with creative flair and providing reports with original conclusions.	11.1. Shows creativity and originality in their project work and presentations.	LIN, CUL	14

**(\*) Key competences**

LIN: Competence in linguistic communication

MST: Competence in mathematics, science and technology

DIG: Digital competence

LTL: Competence in learning to learn

SOC: Competence in social awareness and citizenship

AUT: Competence in autonomous learning and personal initiative

CUL: Competence in artistic and cultural awareness

## UNIT 3 Health and illness

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Health and illness. Main illnesses affecting body systems and the human organism.	Establish relationships between the main organs and healthy habits.	Establishes relationships between the main organs and healthy habits.	MST	34, 36-37, 44
	Link specific habits with the healthy body function. Adopt a healthy lifestyle at both school and home.	Recognises and explains healthy lifestyle and its benefits for organs and systems.	MST	34, 36-39, 42-43
		Identifies and explains some healthy habits that prevent illnesses. Incorporates these habits in their own lifestyle.	MST, LIN	33-34, 36-39, 42-43, 45
		Knows and explains scientific advances which have had a positive impact on our health.	MST	32-33, 40-41, 45
Introduction to Science. Experimental approach to matters related to Natural Science.	Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST, LTL	42
		Looks for, selects and organises relevant information from direct and indirect sources.	AUT	44
Interest in the observation and in-depth study of matters related to Natural Science.	Show interest in the observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in the observation and elaboration of practical and written work.	MST, LTL	42-43

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.	LTL, LIN	41, 44
		Communicates the results verbally or in writing, presenting them with graphic support.	LIN	42
		Uses vocabulary appropriate to each content block.	LIN	45
		Verbally explains the contents related to the subject area in a clear and organised manner.	LIN	45
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN, LTL	32, 35-41, 44
		Analyses the information, drawing conclusions, and speaks about the experience reflecting on the process. Communicates through writing and speech.	LTL, LIN	41
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies the strategies to work and study effectively.	LTL, AUT	44-45
		Reflects on the work done, drawing conclusions on how to work. Learns and develops strategies for continued learning.	LTL	42, 45
Habits to prevent illnesses and accidents, in the class room and at school. Knowledge of emergency drills.	Get to know the emergency protocol of the school.	Knows and acts out first aid activities.	AUT, SOC	35
Time management and responsible use of Information and Communication Technologies.	Use Information and Communication Technologies in an effective and responsible manner.	Is aware of the need to limit time spent on ICT devices and the dangers of digital addiction.	DIG, AUT, SOC	39

## 2<sup>nd</sup> TERM (Unit 4 The Plant Kingdom / Unit 5 Ecosystems)

### UNIT 4 The Plant Kingdom

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Living things, non-living things. Differentiation.	Identify the characteristics of the plants as living things.	Knows the vital functions of the plants.	MST	52, 54, 55, 58, 59
The structure and physiology of the plants. Characteristics, recognition and classification.	Know the structure and physiology of the plants.	Knows and relates the structure and physiology of the plants.	MST	54-59
	Know the classification of the plants.	Directly and indirectly observes the features of the plants. Identifies and classifies plants.	MST	54-55, 63
The photosynthesis and its importance for life on Earth.	Know the main characteristics of the photosynthesis.	Describes the main characteristics of the photosynthesis.	MST, LIN	58-59
	Know the importance of the photosynthesis for the living things.	Explains the importance of the photosynthesis for life on Earth.	MST, LIN	58
Benefits and risks related to the use of energy: depletion, acid rain, radio activity.	Identify and explain the benefits and the risks related to the use of energy.	Identifies and explains the benefits and the risks related to the use of energy (depletion, acid rain and radioactivity) puts forward possible actions for sustainable development.	MST, SOC	61
	Know the effects of some common types of contamination and how people can prevent or reduce them.	Identifies and explains the effect of some common types of contamination and puts forward some of the actions with which we can prevent or reduce them.	MST, SOC	61

<b>CONTENT</b>	<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS</b>	<b>KEY COMPETENCES*</b>	<b>PAGES</b>
Introduction to Science. Experimental approach to matters related to Natural Science.	Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST	60

<b>CONTENT</b>	<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS</b>	<b>KEY COMPETENCES*</b>	<b>PAGES</b>
Interest in the observation and in-depth study of matters related to Natural Science.	Show interest in the observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in the observation and elaboration of practical and written work.	MST, LTL	57, 60
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Verbally explains the contents related to the subject area in a clear and organised manner.	LIN	63
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN, LTL	50, 53, 62, 140
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies the strategies to work and study effectively.	LTL, AUT	62-63
Individual and group work with a focus individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their class mates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	60
		Demonstrates empathetic behaviour.	SOC	60

## UNIT 5 Ecosystems

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Relationships between living things. Populations, communities and ecosystems.	Know the different types of relationships between living things.	Observes and identifies the main relationships between living things.	MST	68-69
Characteristics and components of an ecosystem.	Know the characteristics and components of different ecosystems.	Observes, identifies and describes the characteristics and components of an ecosystem.	MST	68-69
		Recognises and describes different ecosystems and the living things which live there.	MST	70-73
		Observes and identifies different habitats of living things.	MST	70-73
Human practices that modify the natural environment. Respect and care for living things.	Associate specific human practices as respectful or caring towards the natural environment. Make responsible lifestyle choices based on the consequences of their actions, both at school and outside.	Shows respectful and caring behaviour towards living things.	SOC	75
	Know how naturally occurring phenomena or those provoked by humans produce change in the natural environment and affect living and non-living things and the Earth's ecological balance.	Identifies and describes human practices that modify the natural environment.	SOC	75
Introduction to Science. Hands-on approach to the Natural Sciences.	Make hypotheses about both naturally occurring and staged events, through experiments or hands-on experiences. Predict the results.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST	74

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Interest in observation and in-depth study of matters related to Natural Science.	Show interest in observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in observation and in the elaboration of practical and written work.	MST, LTL	69, 74
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.	LTL, LIN	69, 71
		Communicates subject area content verbally and in a clear and organised manner.	LIN	77
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN, LTL	64, 67, 76, 140
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies strategies to work and study effectively.	LTL, AUT	76
Individual and group work with a focus individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their class mates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	74
		Demonstrates empathetic behaviour.	SOC	74

## 3<sup>rd</sup> TERM (Unit 7 Matter and forces / Unit 9 Machines)

### UNIT 7 Matter and forces

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Study and classification of materials according to their properties.	Recognise the properties of different materials and apply this knowledge as criteria for classification.	Classifies materials according to their properties (hardness, solubility, state of aggregation and thermal conductivity).	MST	98
Scientific advance and social progress.	Identify the positive impact of scientific advances on society.	Recognises scientific advances in common products and materials and appreciates the improvements they provide.	MST	102-103
Improvements in products and materials.	Identify the scientific advances behind domestic objects and materials.	Appreciates the role of science in the development of everyday objects or materials.	MST	102-103, 105
Human use of natural resources.	Recognise the uses humans make of the Earth's natural resources, identifying applications of these resources in everyday life and the need to conserve them.	Identifies the main uses and applications of materials elaborated and employed in today's society, for example, paper, paints, textiles, plastics, ceramics and alloys.	MST	114-115
Measurement of mass, volume and the calculation of density.	Know the procedures to measure mass, volume, density.	Knows and uses appropriate procedures to measure mass and the volume of matter.	MST, LTL	104
	Explain physical phenomena in terms of different density levels and buoyancy.	Identifies and explains the main features of buoyancy in a liquid.	MST	100-101
		Explains some physical phenomena which can be observed in terms of differences of density.	MST	101

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Chemical reactions: combustion, oxidation and fermentation.	Know the basic chemical laws, such as change of state and chemical reactions: combustion, oxidation and fermentation.	Understands the basic laws which govern change of state and chemical reaction.	MST	96-97
		Identifies and explains the main characteristics of chemical reactions: combustion, oxidation and fermentation.	MST	97
	Set up a hands-on experience or simple investigation on the physical and chemical properties of matter, posing problems, making hypotheses, selecting the necessary material, drawing conclusions and communicating the results.	Sets up and carries out simple experiences. Communicates the process followed and the results verbally or in writing.	AUT, LTL, LIN	104
Separation of components through distillation, filtration, evaporation or sieving.	Separate mixtures using distillation, filtration, evaporation or sieving.	Separates the components of a mixture through distillation, filtration, evaporation or sieving.	MST, LTL	99
Knowledge of and respect for safety rules, maintenance of tools, and responsible use of material.	Use tools and materials in an appropriate fashion.	Knows and respects the rules for using tools and materials.	SOC	104
Introduction to Science. Hands-on approach to the Natural Sciences.	Make hypotheses about both naturally occurring and staged events, through experiments or hands-on experiences. Predict the results.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST	99, 101, 104

<b>CONTENT</b>	<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS</b>	<b>KEY COMPETENCES*</b>	<b>PAGES</b>
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.	LTL, LIN	103, 105
		Communicates subject area content verbally and in a clear and organised manner.	LIN	107
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN, LTL	94, 97, 106, 142
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies strategies to work and study effectively.	LTLAUT	106
Individual and group work with a focus individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	104
		Demonstrates empathetic behaviour.	SOC	104

## UNIT 9 Machines

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Machines and devices. Types of machines in everyday life and their applications.	Distinguish between different types of machines and devices and their uses in everyday life.	Identifies the applications of various objects and machines and appreciates their usefulness in human activities.	MST	124-129
Biographies of investigators, inventors and scientists. Important discoveries and events.	Read and re-tell biographies of investigators, inventors and scientists.	Reads and explains biographies of investigators, inventors and scientists, for example Thomas Edison.	MST, LIN	123, 127, 129
Scientific advances at home and in everyday life: electrical appliances, food, waste, culture, leisure, music, cinema and sports.	Identify scientific advances at home and in everyday life: electrical appliances, food, waste, culture, leisure, music, cinema and sports.	Identifies scientific advances at home and everyday life: electrical appliances, food, waste, culture, leisure, cinema and sports.	MST	128-129
Analysis of simple machines for the construction of a device.	Plan the construction of objects and devices taking into account the energy source, individual mechanisms and materials most suitable for the application. Manually construct the object or device, combining individual and group work and adopting measures to prevent accidents. Presenting both the end result and a report.	Observes and analyses simple machines to obtain information for the construction of a device.	MST, LTL	126-127, 130
Construction of simple modulated structures, which complete a specific function or resolve a problem.	Construct a simple structure out of parts, for example a bridge, slide or stairs.	Constructs a simple structure out of parts in order to complete a function or resolve a problem.	MST, AUT	130

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES*	PAGES
Electricity and machines.	Know some types of machines and devices which use electricity as a source of energy.	Identifies some of the applications of power supplied machines in human activities.	MST	124, 127
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.	LTL, LIN	127, 129, 131
		Communicates subject area content verbally and in a clear and organised manner.	LIN	133
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN, LTL	122, 125, 132, 142
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies strategies to work and study effectively.	LTL, AUT	132
Individual and group work with a focus individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	130
		Demonstrates empathetic behaviour.	SOC	130

## 6. MAILA

### 1st TERM (Unit 6 Matter / Unit 8 Electricity and magnetism)

#### UNIT 6 Matter

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Properties of materials.	Classify certain materials according to their properties.	Classifies certain materials according to their properties.	MST, LTL	82
		Classifies certain materials according to their properties.	MST, LIN	83
Physical changes.	Observe and identify the principal characteristics of physical changes.	Understands the principal characteristics of physical changes.	MST	84-85
		Understands the concept of change of state and gives some examples of changes of state.	MST	84-85
		Knows the concept of reversible and irreversible changes.	MST	85
Chemical changes.	Observe and identify the principal characteristics of chemical changes.	Observes and identifies the principal characteristics of chemical changes: combustion, oxidation and fermentation.	MST	86-87
Introduction to Science. Experimental approach to matters related to Natural Science.	Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST, LTL	76, 77
		Looks for, selects and organises relevant information from direct and indirect sources.	AUT, LTL	69, 76-78

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Interest in the observation and in-depth study of matters related to Natural Science.	Show interest in the observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in the observation and elaboration of practical and written work.	LTL, LIN	76, 77
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.		68, 69, 76-78
		Communicates the results verbally or in writing, presenting them with graphic support.	LIN	76, 77
		Uses vocabulary appropriate to each content block.		67-79
		Verbally explains the contents related to the subject area in a clear and organised manner.	LIN	77
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN	69, 78
		Analyses the information, drawing conclusions, and speaks about the experience reflecting on the process. Communicates through writing and speech.	LIN, MST	69, 78
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies the strategies to work and study effectively.	LTL, AUT	68, 69, 78

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
		Reflects on the work done, drawing conclusions on how to work. Learns and develops strategies for continued learning.	LTL	68, 69, 78
Individual and group work with a focus on individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	77
Planning projects by sequencing tasks and organising a temporal distribution. Decision-making: criteria and outcomes. Writing reports.	Set up projects and provide reports.	Presents the work on paper or digital support in a clear, neat and organised manner.	DIG, LIN	76, 77
Creativity and originality in projects.	Carry out projects with creative flair and provide reports with original conclusions.	Shows creativity and originality in their project work and presentations.	LIN, CUL	76, 77

## UNIT 6 Electricity and magnetism

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Electricity.	Observe and identify the basic characteristics of electricity.	Observes, identifies and explains some effects of electricity.	MST, LIN	116, 117
		Observes some natural phenomena of electricity and their effect (light and heat).	MST	117
		Identifies the elements of an electrical circuit and constructs one.	MST	117, 122
		Gives examples of conductors and insulators.	MST	114
		Carries out simple experiments to study the repulsion and attraction of electrical charges and electrical currents.	MST, LTL	116, 122
Magnetism.	Know the basic characteristics of magnetism.	Understands the basic characteristics of magnets and magnetism.	MST	118, 119
		Knows how a compass works and what it is used for.	MST	119
Electromagnetism.	Understand the relationship between electricity and magnetism.	Understands the relationship between electricity and magnetism.	MST	120
		Constructs an electromagnet.	MST, LTL	120
Safety.	Understand and respect the norms of use of electrical appliances.	Understands and respects the norms of use of electrical appliances.	MST, LTL, AUT	123

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Introduction to Science. Experimental approach to matters related to Natural Science.	Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST, LTL	116-122
		Looks for, selects and organises relevant information from direct and indirect sources.	AUT, LTL	115, 122-124
Interest in the observation and in-depth study of matters related to Natural Science.	Show interest in the observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in the observation and elaboration of practical and written work.	LTL, LIN	122, 123
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.	LTL, LIN	115, 122-124
		Communicates the results verbally or in writing, presenting them with graphic support.	LIN	122, 123
		Uses vocabulary appropriate to each content block.	LIN, MST	112-125
		Verbally explains the contents related to the subject area in a clear and organised manner.	LIN	122, 123
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN	115, 124
		Analyses the information, drawing conclusions, and speaks about the experience reflecting on the process. Communicates through writing and speech.	LIN-MST	115, 124

<b>CONTENT</b>	<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS</b>	<b>KEY COMPETENCES</b>	<b>PAGES</b>
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies the strategies to work and study effectively.	LTL, AUT	114, 115, 124
		Reflects on the work done, drawing conclusions on how to work. Learns and develops strategies for continued learning.	LTL	114, 115, 124
Individual and group work with a focus on individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	122, 123
Planning projects by sequencing tasks and organising a temporal distribution. Decision-making: criteria and outcomes. Writing reports.	Set up projects and provide reports.	Presents the work on paper or digital support in a clear, neat and organised manner.	DIG, LIN	122, 123
Creativity and originality in projects.	Carry out projects with creative flair and provide reports with original conclusions.	Shows creativity and originality in their project work and presentations.	LIN, CUL	122, 123

## 2<sup>nd</sup> TERM (Unit 1 Interaction / Unit 2 Nutrition)

### UNIT 1 Interaction

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Interaction.	Know the working of the human body: interaction.	Identifies and locates the principal organs and systems involved in interaction: sense organs, nervous system and locomotor system.	MST	10-15
		Recognises the anatomical structure of human beings.	MST	10-15
Feelings and emotions.	Understand and value their own feelings as well as those of others.	Identifies their own feelings and emotions and those of their classmates.	MST, SOC	12, 13
Introduction to Science. Experimental approach to matters related to Natural Science.	Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST, LTL	16
		Looks for, selects and organises relevant information from direct and indirect sources.	AUT, LTL	9
Interest in the observation and in-depth study of matters related to Natural Science.	Show interest in the observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in the observation and elaboration of practical and written work.	LTL, LIN	10-19

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.	LTL, LIN	16, 17
		Communicates the results verbally or in writing, presenting them with graphic support.	LIN	7-19
		Uses vocabulary appropriate to each content block.	LIN, MST	4-19
		Verbally explains the contents related to the subject area in a clear and organised manner.	LIN	16, 17
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN	9
		Analyses the information, drawing conclusions, and speaks about the experience reflecting on the process. Communicates through writing and speech.	LIN, MST	9
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies the strategies to work and study effectively.	LTL, AUT	8, 9, 18
		Reflects on the work done, drawing conclusions on how to work. Learns and develops strategies for continued learning.	LTL	8, 9, 18

<b>CONTENT</b>	<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS</b>	<b>KEY COMPETENCES</b>	<b>PAGES</b>
Individual and group work with a focus on individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	16,17
Planning projects by sequencing tasks and organising a temporal distribution. Decision-making: criteria and outcomes. Writing reports.	Set up projects and provide reports.	Presents the work on paper or digital support in a clear, neat and organised manner.	DIG, LIN	16,17
Creativity and originality in projects.	Carry out projects with creative flair and provide reports with original conclusions.	Shows creativity and originality in their project work and presentations.	LIN, CUL	16,17

## UNIT 2 Nutrition

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Nutrition.	Know the working of the human body: nutrition.	Identifies and locates the principal organs and systems involved in nutrition: respiratory, digestive, circulatory, excretory systems.	MST	24-29
		Recognises the anatomical structure of human beings.	MST	24-29
Healthy habits.	Relate certain habits with the correct working of the body, adopt healthy habits (diet, hygiene, physical exercise and rest), and know the relationship between health and lifestyle.	Identifies healthy lifestyles and their effects on the care and maintenance of the different organs and systems.	MST, SOC	31
		Identifies and values healthy habits for preventing illnesses and behaves responsibly.	MST, SOC	31
		Identifies and adopts healthy diet, hygiene and rest habits.	MST, SOC	31
		Recognises the toxic effects of drugs and alcohol.	MST, SOC	23
Introduction to Science. Experimental approach to matters related to Natural Science.	Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST, LTL	30
		Looks for, selects and organises relevant information from direct and indirect sources.	AUT, LTL	23, 30, 31

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Interest in the observation and in-depth study of matters related to Natural Science.	Show interest in the observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in the observation and elaboration of practical and written work.	LTL, LIN	22-33
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.	LTL, LIN	22, 23, 30
		Communicates the results verbally or in writing, presenting them with graphic support.	LIN	20-33
		Uses vocabulary appropriate to each content block.	LIN, MST	20-33
		Verbally explains the contents related to the subject area in a clear and organised manner.	LIN	27, 31
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN	23, 32
		Analyses the information, drawing conclusions, and speaks about the experience reflecting on the process. Communicates through writing and speech.	LIN, MST	23, 32
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies the strategies to work and study effectively.	LTL, AUT	22, 23, 32
		Reflects on the work done, drawing conclusions on how to work. Learns and develops strategies for continued learning.	LTL	22, 23, 32

<b>CONTENT</b>	<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS</b>	<b>KEY COMPETENCES</b>	<b>PAGES</b>
Individual and group work with a focus on individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	30, 31
Planning projects by sequencing tasks and organising a temporal distribution. Decision-making: criteria and outcomes. Writing reports.	Set up projects and provide reports.	Presents the work on paper or digital support in a clear, neat and organised manner.	DIG, LIN	30, 31
Creativity and originality in projects.	Carry out projects with creative flair and provide reports with original conclusions.	Shows creativity and originality in their project work and presentations.	LIN, CUL	30, 31

## 3<sup>rd</sup> TERM (Unit 3 Reproduction / Unit 7 Energy)

### UNIT 3 Reproduction

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Reproduction.	Know the working of the human body: reproduction.	Identifies and locates the principal organs and systems involved in reproduction: male and female reproductive systems.	MST	38-43
		Recognises the anatomical structure of human beings.	MST	38-43
Scientific advances.	Recognise the importance of scientific advances that have improved human health.	Recognises the importance of scientific advances that have improved human health and reduced infant mortality.	MST, SOC	37
Equality.	Understand the importance of equality between men and women.	Understands the importance of equality between men and women.	SOC, CUL	45
Introduction to Science. Experimental approach to matters related to Natural Science.	Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST, LTL	44
		Looks for, selects and organises relevant information from direct and indirect sources.	AUT, LTL	37, 44
Interest in the observation and in-depth study of matters related to Natural Science.	Show interest in the observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in the observation and elaboration of practical and written work.	LTL, LIN	36-45

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Use of different sources of information (direct sources, books, etc.).	Integrate information compiled through direct and indirect observation, consulting basic sources and communicating the results.	Consults and uses written documents, images, graphs.	LTL, LIN	37, 44
		Communicates the results verbally or in writing, presenting them with graphic support.	LIN	34-47
		Uses vocabulary appropriate to each content block.	LIN, MST	34-47
		Verbally explains the contents related to the subject area in a clear and organised manner.	LIN	39, 45
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN	37, 46
		Analyses the information, drawing conclusions, and speaks about the experience reflecting on the process. Communicates through writing and speech.	LIN, MST	37
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies the strategies to work and study effectively.	LTL, AUT	36, 37, 46
		Reflects on the work done, drawing conclusions on how to work. Learns and develops strategies for continued learning.	LTL	36, 37, 46
Individual and group work with a focus on individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	44, 45

<b>CONTENT</b>	<b>EVALUATION CRITERIA</b>	<b>LEARNING STANDARDS</b>	<b>KEY COMPETENCES</b>	<b>PAGES</b>
Planning projects by sequencing tasks and organising a temporal distribution. Decision-making: criteria and outcomes. Writing reports.	Set up projects and provide reports.	Presents the work on paper or digital support in a clear, neat and organised manner.	DIG, LIN	44, 45
Creativity and originality in projects.	Carry out projects with creative flair and provide reports with original conclusions.	Shows creativity and originality in their project work and presentations.	LIN, CUL	44, 45

## UNIT 5 Energy

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Energy.	Identify and explain different forms of energy and their general characteristics.	Identifies and explains different forms of energy and their general characteristics: light, sound, mechanical, electrical, thermal, chemical.	MST, LIN	102-108
		Knows and values different energy sources and how they are used in everyday life.	MST, SOC	103
Renewable and non-renewable energy sources.	Understand the concept of renewable and non-renewable energy sources and identify some of the benefits and risks of energy use.	Understands the concept of renewable and non-renewable energy sources.	MST	100, 101
		Identifies some of the benefits and risks of energy use.	MST	100, 101, 109
		Identifies practices which produce waste, pollute and have an impact on the environment.	MST	100, 101, 109
		Values the responsible use of energy sources on the planet.	MST	101
Light.	Know the basic characteristics of light.	Knows the natural laws that govern how light behaves: reflection, refraction, etc.	MST	104
		Plans and carries out simple experiments in order to study light as an energy source.	MST, LTL	105
		Plans and carries out simple experiments in order to study everyday materials and how they behave when in contact with light.	MST, LTL	105

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Heat.	Know the basic characteristics of heat.	Observes and describes the effects of thermal energy on the increase in temperature and dilation.	MST, LTL, LIN	106, 107
		Plans and carries out different experiments in order to study everyday materials and how they react when in contact with heat.	MST, LTL	106, 107
Sound.	Plan and carry out different experiments in order to study everyday materials and how they react when in contact with sound.	Plans and carries out different experiments in order to study everyday materials and how they react when in contact with sound.	MST, LTL	108
Introduction to Science. Experimental approach to matters related to Natural Science.	Make hypotheses about both naturally occurring and staged events, through experiment or experience. Predict the results of an experience.	Carries out small experiments or experiences while making hypotheses and predictions about the end result.	MST, LTL	104-108
		Looks for, selects and organises relevant information from direct and indirect sources.	AUT, LTL	100, 101, 108-110
Interest in the observation and in-depth study of matters related to Natural Science.	Show interest in the observation and in-depth study of matters related to Natural Science.	Shows certain precision and rigour in the observation and elaboration of practical and written work.	LTL, LIN	108, 109
Reading, analysis and synthesis of texts belonging to the subject area.	Obtain information relevant to previously defined facts or phenomena, making predictions about natural events.	Develops strategies suitable for accessing information in scientific texts.	LIN	101, 110
		Analyses the information, drawing conclusions, and speaks about the experience reflecting on the process. Communicates through writing and speech.	LIN, MST	101, 110

CONTENT	EVALUATION CRITERIA	LEARNING STANDARDS	KEY COMPETENCES	PAGES
Study techniques. Development of effective work habits.	Apply work and study strategies which allow for an effective learning process.	Knows and applies the strategies to work and study effectively.	LTL, AUT	100, 101, 110
		Reflects on the work done, drawing conclusions on how to work. Learns and develops strategies for continued learning.	LTL	100, 101, 110
Individual and group work with a focus on individual and collective responsibility. Empathy and interpersonal relationships. Identity and personal autonomy.	Work in a cooperative way, taking care of their own safety and that of their classmates. Look after work tools, use materials appropriately.	Employs strategies for carrying out individual work and group work, showing skills in the peaceful resolution of conflicts.	AUT, SOC, LTL	108, 109
Planning projects by sequencing tasks and organising a temporal distribution. Decision-making: criteria and outcomes. Writing reports.	Set up projects and provide reports.	Presents the work on paper or digital support in a clear, neat and organised manner.	DIG, LIN	108, 109

