

How is *CLIL Goals* aligned to the LOMLOE?

LEARNING SITUATIONS

Learning Situations are multi-stage tasks, created with a clear objective, in which students **work collaboratively to resolve a challenge with a real-life context**. They allow students to take their **language learning outside the classroom**, contribute their **own ideas and knowledge**, and **engage in independent research**.

Learning Situations are one of the key elements of **competence-based learning**, bringing together a range of skills, such as **social and collaborative working**, **digital competences** and students' **own creativity and initiative**.

- The Learning Situations in *CLIL Goals* are structured around a **topic question**, and help students to reflect on issues and questions that they will encounter in their **lives outside the classroom**. For example, **environmental issues**, **intercultural understanding** and **local community relationships**.
- Learning Situations introduce students to **global issues** and **fosters critical thinking** as they **work collaboratively** to solve **real life problems in a creative and innovative way**.
- Accompanying notes in the teacher's guide with **suggestions and indications** to save preparation time and facilitate application in class.
- *CLIL Goals* Learning Situations questions are linked to **United Nations Sustainable Development Goals**.

The screenshot shows a project page titled "Project Learning situation 1" with a focus on "Protect the pollinators". It includes a central question: "How can we protect pollinators?". Below this, there are four categories of pollinators: bee, butterfly, fruit bat, and hummingbird, each with a corresponding image. Text boxes explain that animals need plants to survive and that some plants need animals to reproduce. It also notes that some pollinators are endangered and that if they become extinct, plants they pollinate might also die. There are two boxes at the bottom: "Many fruits and vegetables need pollinators to reproduce" and "Many flowers need pollinators to reproduce". On the right side, there are instructions for a collaborative research activity, a list of questions to research (Name of pollinator, Vertebrate or invertebrate, Type of animal, Nutrition, Lives, Interesting facts), and a task to find photos and draw a picture of a pollinator. At the bottom right, there are instructions to share the project and give constructive feedback, followed by three evaluation questions.

INCLUSION AND MIXED ABILITY CLASSES

- *CLIL Goals* offers a variety of activities and **streamlined content in English ensures every student can understand concepts and actively participate in the class.**
- *CLIL Goals* provides the scaffolding students need to develop their English language skills with the **Language Learning Lab** and **Talk about Art** lessons.
- Notes in the teacher's guide, both suggestions and extra ideas to **adapt the lessons** to different situations.
- Learning Situations and activities to encourage joint learning of different skills in the classroom, such as experiments, social projects and STEAM challenges.
- Tests at different levels of difficulty and graded worksheets to **personalise learning.** Customizable tests through the Test generator tool available for *Natural & Social Sciences*.
- **The Active Learning Kit** helps students become autonomous learners and develop digital competence with gamified interactive practice. The Content Coach section in *Natural & Social Sciences* offers support material in Spanish to help consolidate knowledge.


1. Play the quiz!

2. Do the WebQuest.

WebQuest

Strange animals.
Choose your three favourite strange animals. Answer:

a. What is it? b. Where does it live? c. What type of animal is it?



Language learning lab

Learn to describe animals with a classmate.

It's got ... / It hasn't got ...

| | | |
|--------|----------|--------|
| a tail | wings | scales |
| gills | feathers | fur |

It's a bird / a mammal / an amphibian / a fish / a reptile.

a. Choose an animal. Write three sentences
b. Play the guessing game.

CONTENT COACH - ANIMALES

1. Mira la imagen. ¿Estos animales son vertebrados o invertebrados? Clasifícalos.



Check Reset See next answer See all answers

Content Coach

Read the Spanish summaries to consolidate content. Do the activities to win lots of diamonds! Then try the Bonus Activity to win extra diamonds!

Revisión Activity 5

Activity 1 Activity 6

Activity 2 Activity 7

Activity 3 Activity 8

Activity 4 Activity 9

25 Bonus Activity!
Earned! Complete the Bonus Activity to win extra diamonds!

COMPETENCE-BASED LEARNING

- Based on a **competence-based learning methodology**, *CLIL Goals* ensures that learners are equipped with the skills they need for tomorrow's world.
- The **STEAM focus** develops students' scientific competences and problem-solving skills, while self-assessment tasks encourage them to take more control over their own learning.
- Icons within the Class Book** indicating the key competences practised in each lesson, with accompanying notes in the teacher's guide.
- Specific competences tests to facilitate the implementation of the **LOMLOE in the classroom**.

| Contents | | | | CLIL Goals | | | |
|--|---|--------------------------------|--|--------------------------------------|-------------------------------------|------------------------------------|---|
| 1. You're a scientist (Page 8) | • What techniques do scientists use? • What do scientists do? | | | What types of mammals are there? | How do animals adapt? | Can we observe photosynthesis? | How do plants interact with and adapt to their environment? |
| 2. Living things (Page 10) | What are living things? | What do living things need? | CLIL Challenge: Feeding and eating living things (exchange) test | How do plants grow and reproduce? | How do plants adapt? | Can we observe photosynthesis? | How do plants interact with and adapt to their environment? |
| 3. My body (Page 12) | What are your body parts? | What do your muscles do? | Why do you yawn? | Why have you got joints? | CLIL Challenge: Pass a balloon | | |
| 4. Is healthy and growing up (Page 14) | What food are healthy? | Why do we eat healthy food? | What's healthy? | How do you exercise? | Why is sleep important? | How can you be healthy? | |
| 5. My school (Page 16) | Who works at school? | What subjects do you study? | CLIL Challenge: Design a school | Do you make good choices at school? | CLIL Challenge: Learn a game | | |
| 6. Family and community (Page 18) | Who are the people in your family? | How are families different? | How can you help at home? | How can you solve problems? | CLIL Challenge: Make a helping hand | | |
| 7. Landscapes (Page 20) | What are landscapes? | What is a body of water? | What can you see in a landscape? | How do you look at a landscape? | CLIL Challenge: Build a landscape | | |
| 8. Weather (Page 22) | How's the weather? | How do you feel when it rains? | How can we measure the weather? | What do different countries measure? | CLIL Challenge: Make a thermometer | | |
| 9. Matter (Page 24) | What can we do with matter? | Where do things come from? | What objects do you know? | What shapes do you know? | How do different materials feel? | Why do we use different materials? | |
| 10. Change and technology (Page 26) | What has changed since? | What do digital devices do? | What are the parts of a computer? | How can you use a computer safely? | What can computers do? | | |
| 11. Design and technology (Page 28) | What are digital devices? | What do digital devices do? | What are the parts of a computer? | How can you use a computer safely? | What can computers do? | | |
| 12. Design and technology (Page 30) | What are digital devices? | What do digital devices do? | What are the parts of a computer? | How can you use a computer safely? | What can computers do? | | |

Key competences

- Linguistic communication
- Science, Technology, Engineering and Mathematical (STEM)
- Digital
- Personal, social and learning to learn
- Entrepreneurship
- Citizenship
- Cultural awareness and expression

Review

1. Say three things these animals have in common. Say three things that are different.

Eagles are...
Ladybirds have got...

2. Copy the chart in your notebook and complete it with the words in the box.

invertebrates birds reptiles amphibians fish

Vertebrates

have got a backbone

warm-blooded cold-blooded

have got fur or hair have got feathers live only in water live on land or in water

scales no scales

3. Choose the odd one out.

a. jellyfish, horse, panda, whale
b. butterfly, spider, oyster, crab
c. crocodile, octopus, hermit crab, virus, porcupine
d. antelope, snake, thorn, tadpole

4. Play the quiz!

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Reflect

1. Read the unit objectives and say what you have learned.

a. Write one objective you can do.
b. Write one objective you need more practice with.

Icon I can...
name the kingdoms of living things.

Icon I can...
explain the difference between vertebrates and invertebrates.

Icon I can...
name five different types of vertebrates and invertebrates.

Icon I can...
understand the difference between warm-blooded and cold-blooded animals.

Icon I can...
talk about the ways animals adapt to their environment.

Icon I can...
say two ways animals reproduce.

Key:
★ I'm not sure.
★★ I need some practice.
★★★ I understand.

2. Where can you go to learn more about animals? Write in your notebook.

3. Show what you have learned. Choose one.

Create a poster. Draw a picture. Do a presentation.

LEARNING RECORD - UNIT OBJECTIVES: WHAT HAVE YOU LEARNED?

1. Easy, OK or difficult? Write X.

| My Learning Record | Easy | OK | Difficult | Need more practice? | |
|---|------|----|-----------|---------------------|--|
| Talk about different types of animal nutrition and reproduction | | | | | Go to the Content Coach |
| Describe the difference between invertebrates and vertebrates | | | | | Go to the Picture Dictionary |
| Talk about how animals adapt to their environment | | | | | Go to the Content Coach |
| Read and listen to the story | | | | | Go to the Reading Club |

CONTINUOUS ASSESSMENT

- Rubrics for assessing the competences outlined in the LOMLOE and notes on **assessment opportunities** available throughout the Teacher's Guide, with information and suggestions for implementation in the classroom.
- Review sections** at the end of each unit to make students aware of their own progress.
- Self-assessment sections** within the tests.
- Active Learning Kit with iProgress Check and Learning Record**, which encourage students to learn independently, and with gradebook to track their progress.

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

- *CLIL Goals* has a strong focus on the real-world, including authentic content and cultural bites.
- Learning Situations and projects related to the **UN Sustainable Development Goals**, give students the opportunity to work on solving global challenges while encouraging students to gradually become responsible citizens.
- Pair and group activities encourage students to **work collaboratively** to solve real life problems in a creative and innovative way, whilst using the language they have learned in each lesson.



Science Lab

How do polar bears stay warm?

Polar bears live on the ice. They have thick fur and a thick layer of fat. Can fat help your body stay warm?

Hypothesis
'I think fat **can** / **can't** help my hand stay warm longer.'

Materials

- a large bowl with water and ice
- a timer
- fat (for example butter)
- two freezer bags
- a spoon

Step 1
Put your hand in the ice water. Use the timer. When it's too cold, take your hand out. Write the time in your notebook.

Step 2
Turn one bag inside out. Put it inside the other bag.

Step 3
Put the fat between the two bags. Seal the bags together.

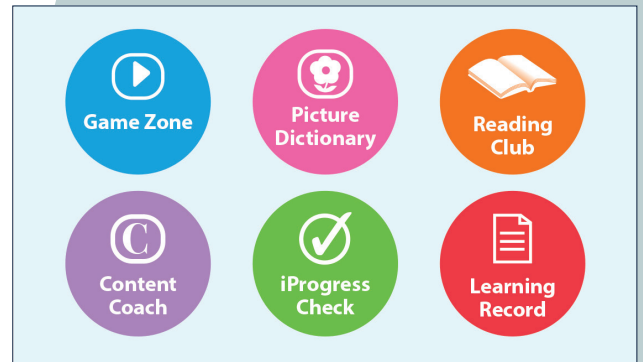
Step 4
Put your hand inside the bags, like a glove. Repeat step 1. Compare the times.

Watch. Compare your results with a classmate. Fill in the worksheet.

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DIGITAL SKILLS DEVELOPMENT

- *CLIL Goals* promotes digital literacy and critical thinking skills through **digital competence activities**: interactive maps, WebQuests and weblinks, which engage students to find information, discover and understand new perspectives of the world we live in.
- **Blended solution** with access to the digital version of the books to start familiarising pupils with digital formats, following global digitisation trends.
- **Active Learning Kit** with different areas to develop different aspects of digital competence, with a gamified format to encourage students' involvement.



SCIENTIFIC SPIRIT

- *CLIL Goals* provides real life situations for students to actively **observe and analyse** as they **experiment and solve challenges**. Curiosity about the world underpins the series as students explore and discover information together.

STEAM

- STEAM methodology provides **stimulating problem-solving scenarios** where students must **use knowledge from other disciplines including Science, Technology, Engineering, Art and Maths**, in order to resolve the challenges effectively.
- Through the STEAM challenge pages and activities, students are guided through the different stages of experimentation and execution to draw on their existing knowledge in order to **craft and create**.