



SCIENCE

Around Us

@saramp_english_teacher

Discover, Explore, Understand!

Infographics and Key Concepts
for Primary Learners

1st & 2nd Grade



ANIMALS



PLANTS



ENERGY



FORCES & MAGNETS



STRUCTURES & MATERIALS



MATTER & MIXTURES



HABITATS & ENVIRONMENTS



OBSERVE



THINK



CARE



Curious minds
build a better world!





PLANTS AND THEIR LIFE CYCLE



Plants are living things. They grow, change and help all living things! ❤️

1 TYPES OF PLANTS

We can classify plants in different ways.

A. WHERE THEY GROW

WILD PLANTS

They grow in nature. We don't plant them.



CULTIVATED PLANTS

People plant and take care of them.



B. BY THE WAY THEY HAVE SEEDS

PLANTS WITH SEEDS

They have seeds. New plants grow from seeds.



PLANTS WITHOUT SEEDS

They don't have seeds. They make spores. Examples: fern, moss.



2 TREES: DECIDUOUS OR EVERGREEN

We can recognize trees by their leaves.

DECIDUOUS TREES

They lose their leaves in autumn.



Examples:
oak,
maple,
birch.

EVERGREEN TREES

They keep their leaves all year.



Examples:
pine,
fir,
spruce.



3 THE LIFE CYCLE OF A PLANT

Plants go through different stages in their life.

1 SEED

A seed is tiny. It can grow into a plant.



2 GERMINATION

The seed has water and starts to grow.



3 SEEDLING

A small plant comes out of the soil.



4 YOUNG PLANT

It grows bigger and stronger.



5 ADULT PLANT

It can make flowers.



6 NEW SEEDS

Flowers make seeds. New plants can grow from them.



4 WHY ARE PLANTS IMPORTANT?

O₂ They give us oxygen to breathe.

They give us food.

They give us shade and clean the air.

They protect the soil and animals.

They make our world beautiful!



5 HOW DO PLANTS ADAPT TO THEIR HABITAT?

Plants have special parts or features to live in different places.

IN DESERTS



They have long roots to find water. Some store water in their stems.

IN COLD PLACES



They have needle-like leaves and thick bark. They can handle snow and cold.

IN WET PLACES



They have big leaves to catch sunlight. Some have roots that can breathe in water.

IN DRY SOIL



They have small, thick leaves to save water.



LET'S TAKE CARE OF PLANTS!

Water them, protect them and enjoy nature! ❤️



OUR AMAZING BODY!


SENSES, NERVOUS SYSTEM AND MOVEMENT



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Take care of your body!
It's the only one you have!




Our body helps us feel, think, move and do many things every day!

1 THE FIVE SENSES

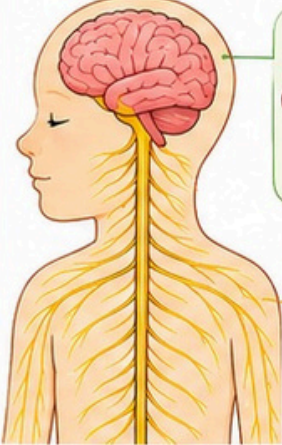
We have five senses that help us explore the world.

<p>SIGHT</p>  <p>We see with our eyes.</p> 	<p>HEARING</p>  <p>We hear with our ears.</p> 	<p>SMELL</p>  <p>We smell with our nose.</p> 	<p>TASTE</p>  <p>We taste with our tongue.</p> 	<p>TOUCH</p>  <p>We feel with our skin.</p> 
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 Our senses send information to the brain.

2 THE NERVOUS SYSTEM

It controls and coordinates our body.




BRAIN

It is the boss!
It thinks, remembers, learns and makes decisions.




NERVES

They are like cables that carry messages all over the body.

 The brain receives information from our senses and sends orders through the nerves.

3 THE MUSCULOSKELETAL SYSTEM

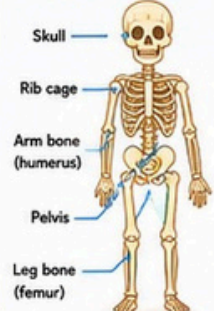
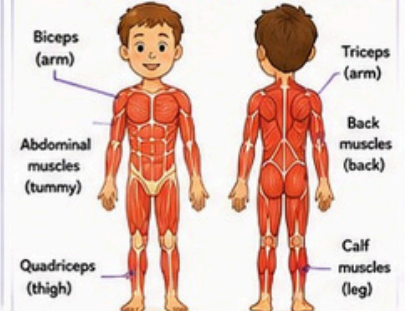

It helps us move, stand up and protect our body.


<p>SKELETON (BONES)</p> <p>The skeleton gives shape to our body, protects our organs and supports us.</p> 	<p>MUSCLES</p> <p>Muscles allow us to move. They work when the brain sends an order.</p> 	<p>JOINTS</p> <p>Joints are places where two or more bones meet. They help us move easily.</p> 
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Bones + Muscles + Joints = **MOVEMENT**

4 MAIN BONES, MUSCLES AND JOINTS

We can find them in different parts of our body.

<p>MAIN BONES</p>  <ul style="list-style-type: none"> Skull Rib cage Arm bone (humerus) Pelvis Leg bone (femur) 	<p>MAIN MUSCLES (EXAMPLES)</p>  <ul style="list-style-type: none"> Biceps (arm) Triceps (arm) Abdominal muscles (tummy) Back muscles (back) Quadriceps (thigh) Calf muscles (leg) 	<p>MAIN JOINTS</p>  <ul style="list-style-type: none"> Shoulder Elbow Wrist Hip Knee Ankle
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 Each part of our body has an important job!

5 TAKE CARE OF YOUR BODY!

Good habits help us stay healthy and prevent accidents.

<p>TAKE CARE OF YOUR SENSES</p>  <ul style="list-style-type: none"> Protect your eyes. Read with good light. Do not listen to loud sounds. Avoid strong and dangerous smells. Eat healthy food and drink water. Keep your skin clean and hydrated. 					<p>PREVENT ACCIDENTS AND TAKE CARE OF YOUR BODY</p>  <ul style="list-style-type: none"> Use helmets and safety equipment. Always wear your seat belt in the car. Keep good posture when sitting and standing. Exercise every day and rest enough. Sleep well to help your body rest. 				
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Your body is amazing! Learn about it, take care of it and it will help you do many wonderful things!





DIGESTIVE SYSTEM AND RESPIRATORY SYSTEM

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Learn about their parts, what they do, and where they are.



DIGESTIVE SYSTEM

It helps our body by turning food into energy. It also gets rid of waste (what the body doesn't need).

What it does

- Breaks down food.
- Takes good nutrients and water from food.
- Gets rid of waste.

Main parts, what they do, and where they are

1 MOUTH



What it does: You chew food with your teeth and mix it with saliva.

Where it is: In your head.

2 STOMACH



What it does: It mixes food with strong juices to break it down.

Where it is: In the upper left part of your belly.

3 INTESTINE



What it does: It takes the good parts from food and water.

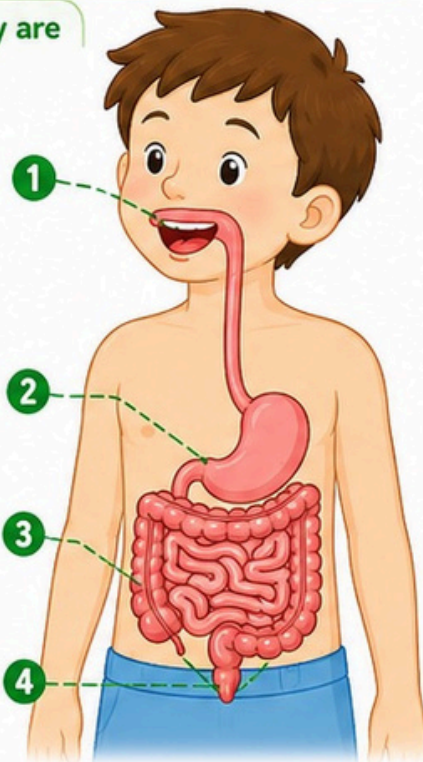
Where it is: In the middle and lower part of your belly.

4 ANUS



What it does: It lets waste leave your body.

Where it is: At the end of the intestine.



The digestive system works together so that food becomes energy and keeps our body healthy.

RESPIRATORY SYSTEM

It helps our body breathe. It brings in oxygen from the air and gets rid of carbon dioxide.

What it does

- Brings oxygen into the body.
- Gets rid of carbon dioxide.
- Helps our body stay healthy.

Main parts, what they do, and where they are

1 NOSE



What it does: It brings air in. It cleans, warms, and adds moisture to the air.

Where it is: In the middle of your face.

2 MOUTH



What it does: It lets air in and out when we breathe.

Where it is: Below the nose.

3 TRACHEA (WINDPIPE)



What it does: It carries air from the nose or mouth to the lungs.

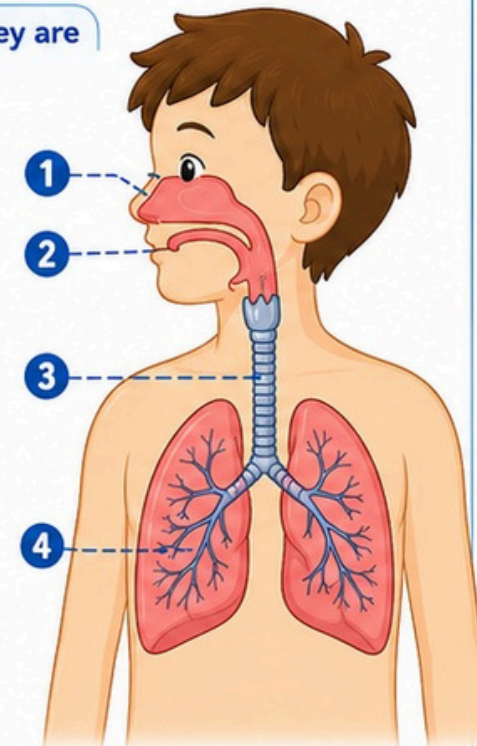
Where it is: In your neck and chest.

4 LUNGS



What it does: They take in oxygen and give out carbon dioxide.

Where it is: In your chest, one on each side.



The respiratory system lets us breathe so our body gets oxygen and stays full of energy.



REMEMBER: Eat healthy food, drink water, exercise, and keep clean. This helps your digestive and respiratory systems work well!



Eat healthy food



Drink water



Exercise every day



Keep clean



ANIMALS



Animals are living things. They come in many shapes and sizes.
We can group them in different ways.

1. TWO BIG GROUPS

VERTEBRATES

They have a backbone inside their body.



Examples:
mammals, birds, reptiles, amphibians, fish.

INVERTEBRATES

They do not have a backbone.



Examples:
insects, spiders, snails, worms, jellyfish, etc.

2. HOW THEY MOVE AND WHERE THEY LIVE

HOW THEY MOVE

WALK



FLY



SWIM

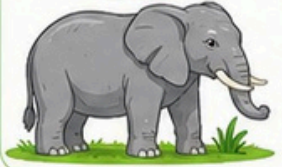


SLITHER / CRAWL



WHERE THEY LIVE

LAND



WATER



AIR



BOTH



3. WHAT THEY EAT

CARNIVORES

They eat other animals.



Examples:
lion, shark, eagle, wolf.

HERBIVORES

They eat plants.



Examples:
cow, rabbit, giraffe, horse.

OMNIVORES

They eat plants and animals.



Examples:
bear, human, pig, raccoon.

4. HOW THEY ARE BORN

OVIPAROUS

They are born from eggs.



Examples:
chicken, turtle, fish, frog, butterfly, many insects.

VIVIPAROUS

They are born from their mother's body.



Examples:
dog, cat, human, dolphin, elephant, cow.



REMEMBER: Animals are amazing! They are all different, but all are important.
We need to take care of them and their homes.



AMPHIBIANS AND REPTILES



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Let's learn about reptiles and amphibians!



1. RECOGNIZE THEM

Reptiles and amphibians are animals. We can recognize them by their skin and where they live.

AMPHIBIANS



Example:
frog

REPTILES



Example:
turtle, lizard, snake

2. MAIN CHARACTERISTICS

AMPHIBIANS

- They have moist, soft skin.
- They live in water and on land.
- They start life in water.
- They lay eggs in water.
- Example: frog, toad, salamander.









REPTILES

- They have dry, scaly skin.
- They live on land (some in water).
- They breathe air.
- They lay eggs on land.
- Example: turtle, lizard, snake.



3. CLASSIFY AND COMPARE

AMPHIBIANS	SIMILARITIES	REPTILES
Moist, soft skin	Both are vertebrates. 	Dry, scaly skin
Live in water and on land	Both breathe air as adults. 	Live on land (some in water)
Lay eggs in water	Both lay eggs. 	Lay eggs on land
Start life in water (tadpole) 	Both have cold blood. 	Start life in an egg (baby looks like the adult) 

4. PARTS AND CHARACTERISTICS: LOCATE THEM IN THE PICTURES

FROG (AMPHIBIAN)

EYES

Help them see.

NOSTRILS

They breathe through their nose.

MOIST SKIN

Their skin is wet and soft.



LUNGS

Adults breathe with lungs.

STRONG LEGS

They help them jump.

WEBBED FEET

They help them swim.

TURTLE (REPTILE)

EYES

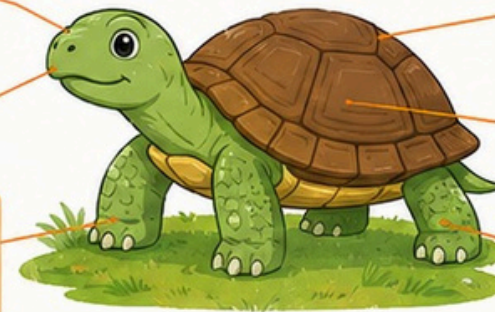
Help them see.

NOSTRILS

They breathe through their nose.

DRY, SCALY SKIN

Their skin is dry and covered with scales.



SHELL

Protects their body.

LUNGS

They breathe air with lungs.

STRONG LEGS

They help them walk.

5. KEY POINTS



- **Amphibians** have moist skin and live in water and on land.
- **Reptiles** have dry, scaly skin and live on land (some in water).
- Both are amazing animals!

REMEMBER!



Take care of animals and their homes!



EXAMPLES



frog



salamander



turtle



lizard



snake



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ANIMAL HABITATS



A habitat is the natural home of an animal. It provides food, water, shelter and space.

1. WHAT IS A HABITAT?

A habitat is the place where an animal lives.



Different animals live in different habitats.

2. TYPES OF HABITATS

There are many habitats on Earth.

FOREST



Deer, squirrels, birds...

DESERT



Camels, lizards, scorpions...

OCEAN



Dolphins, fish, turtles...

FRESHWATER



Frogs, fish, dragonflies...

POLAR



Polar bears, penguins, seals...

GRASSLAND



Zebras, lions, grasshoppers...

3. WHAT ANIMALS NEED IN THEIR HABITAT

Animals need:



Food



Water



Shelter



Space



If these things are missing, animals cannot survive.

4. ANIMALS ARE ADAPTED TO THEIR HABITATS

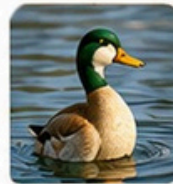
Animals have special parts or behaviours that help them live in their habitats.



Polar bears have thick fur to keep them warm.



Camels have wide feet and can store water in their bodies.



Ducks have webbed feet to swim.



Some animals come out at night to avoid the heat (such as fennec foxes).



Squirrels build nests in trees to stay safe and warm.

5. WHY HABITATS ARE IMPORTANT

Habitats give animals everything they need to live and grow.



We must take care of habitats so animals can live in a safe place.

6. LET'S PROTECT ANIMAL HABITATS!



Do not cut down trees.



Do not drop litter. Keep it clean!



Save water.



Observe animals from a distance. Do not disturb them.



Small actions help to protect their habitats and our planet.

REMEMBER!



- ✓ A habitat is the natural home of an animal.
- ✓ Animals need food, water, shelter and space.
- ✓ Different animals live in different habitats.
- ✓ We must protect habitats to help animals survive.



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ENERGY

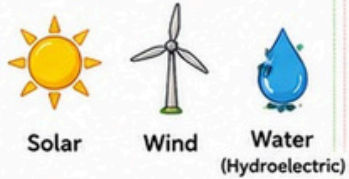
Energy makes our world work!



1. DIFFERENT SOURCES OF ENERGY

These are some sources of energy.

RENEWABLE SOURCES



Solar Wind Water (Hydroelectric)



Biomass Geothermal

NON-RENEWABLE SOURCES



Coal Oil Natural Gas



Nuclear (Uranium)



Renewable sources can be replaced by nature.
Non-renewable sources can run out.

2. FORMS OF ENERGY: HOW TO GET THEM

We can get energy in different ways.

LIGHT



We get light energy from the sun, light bulbs, or a lamp.



Examples:
sunlight, light bulbs, candles, flashlight.

HEAT



We get heat energy from the sun, fires, stoves, or heaters.



Examples:
sunlight, fire, heaters, hot water.

SOUND



We get sound energy when something vibrates.



Examples:
music, voices, instruments, alarms.

3. USES AND SAVING ENERGY

USE OF ENERGY IN DAILY LIFE

We use energy every day!



Lighting our homes



Cooking food



Washing clothes



Transport



Using devices

HOW TO SAVE ENERGY

Small actions make a big difference!



Turn off the lights when you don't need them.



Unplug chargers and appliances.



Use less heating and air conditioning.



Walk, ride a bike or use public transport.



Use energy wisely every day.

4. RENEWABLE vs NON-RENEWABLE: ADVANTAGES AND DISADVANTAGES

RENEWABLE ENERGY



Advantages

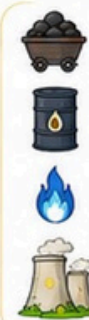
- ✓ It never runs out.
- ✓ It is clean and does not pollute the air.
- ✓ It is better for our planet.

Disadvantages

- ✗ Sometimes it depends on the weather (sun, wind, rain).
- ✗ It can be more expensive to build.
- ✗ We need space for plants, water or wind turbines.



NON-RENEWABLE ENERGY



Advantages

- ✓ It produces a lot of energy.
- ✓ It is easy to store and transport.
- ✓ The technology is well known.

Disadvantages

- ✗ It can run out.
- ✗ It pollutes the air and damages nature.
- ✗ It is not good for the future of our planet.

REMEMBER!

- ★ Energy is important in our daily life.
- ★ Let's use energy wisely and save it.



Saving energy today helps our planet tomorrow!

KEY WORDS

- ★ Energy: makes things work.
- ★ Renewable: can be replaced by nature.
- ★ Non-renewable: can run out.

Every small action counts!



FORCES AND MAGNETS



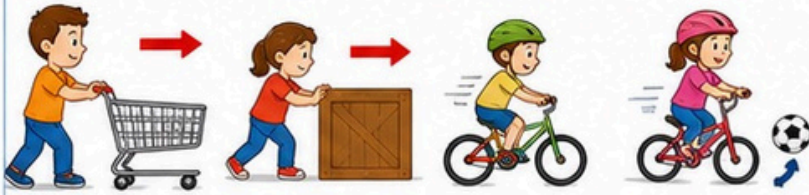
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A **FORCE** can make things **MOVE!**



1. FORCE MAKES THINGS MOVE

When we push or pull an object, it can start moving, stop, speed up, slow down, or change direction.



- It can start moving.
- It can move.
- It can speed up.
- It can slow down.
- It can change direction.



Movement happens when a **FORCE** is applied.
No force = no movement.

2. DIRECTION OF THE FORCE

A force can be a **PUSH** or a **PULL**.
The direction of the force tells us how the object will move.

PUSH (EMPJAR)

You push something away from you.



PULL (TIRAR)

You pull something toward you.



The arrow shows the direction of the force.

3. MAGNETS: WHAT DO THEY ATTRACT?

Magnets attract some objects but not others.

MAGNETS ATTRACT



paper clip



nail



screw



coin

MAGNETS DO NOT ATTRACT



wood



plastic



glass



rubber



Magnets attract metal objects, but not all metals are the same!

4. LET'S EXPERIMENT!

You can test different objects to see if a magnet attracts them.

YOU NEED:



a magnet



different objects

WHAT TO DO:

- Bring the magnet close to an object.
- Does the object move toward the magnet?
- If yes, it is attracted. If no, it is not attracted.

EXAMPLE TABLE:

OBJECT		YES	NO
paper clip		✓	
wood			✓
coin		✓	
plastic			✓



experimenting helps us discover!
Be curious and have fun!



5. RELATIONSHIP BETWEEN FORCE AND MOVEMENT

The more force you use, the bigger the change in movement.

SMALL FORCE

The box moves a little.



BIG FORCE

The box moves a lot.



OPPOSITE FORCES

If two forces push in opposite directions, the object may not move.



Force and movement are connected!
Push, pull, change, stop... it's all because of force!



REMEMBER!

✓ A force can push or pull.

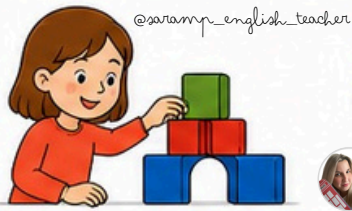
✓ Force has a direction.

✓ Magnets attract some metals.

✓ We can test and observe with experiments.

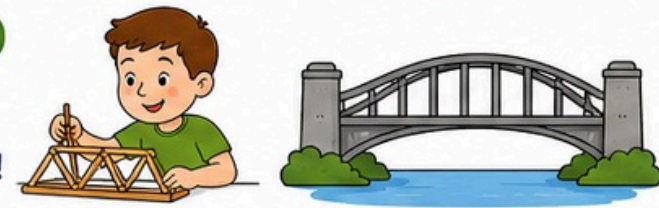
✓ Force can change movement!





STRUCTURES AROUND US!

Structures are all around us. They are strong, stable and useful!



1. WHAT IS A STRUCTURE?

A structure is something that is built to support, protect or help us.



2. TYPES OF STRUCTURES

Structures can be:

STRONG (RESISTANT)

It does not break easily. It can hold heavy things.

Example: a table. Made with good materials.

STABLE

It does not fall over easily. It stays in place.

Example: a tower. Wide at the bottom.

USEFUL

It is made for a purpose. It helps us.

Example: a pencil holder. It keeps things organized.

3. BUILD AND TEST!

We can build small structures and test if they are stable.

- Plan your structure.
- Build it with different materials.
- Test it! Is it strong? Is it stable? Does it do its job?

4. LET'S BUILD AND COMPARE!

We can build different structures and see which one is the most stable.

BUILD A BRIDGE

You can use:

- ice cream sticks
- cardboard
- straws
- paper

1 Build your bridge.

2 Test it. Put small books on it little by little.

3 What happened? Which bridge held the most books? Why?

BUILD A RAMP

You can use:

- cardboard
- books
- blocks

1 Build your ramp.

2 Test it. Roll a toy car down the ramp.

3 What happened? Which ramp was more stable and worked better? Why?

5. STRONG, STABLE AND USEFUL – WHAT'S THE DIFFERENCE?

STRONG	It does not break easily. It can hold weight.	Example: a bridge made of wood.	
STABLE	It does not fall over easily. It stays in place.	Example: a tower with a wide base.	
USEFUL	It is made for a purpose. It helps us in our daily life.	Example: a ramp to help the car.	

6. MATERIALS MATTER!

Different materials make our structures stronger or less strong.

WOOD	METAL	PLASTIC	PAPER	CLOTH
👍 Strong	👍 Very strong	👍 Medium	👎 Not very strong	👎 Weak

7. WHY STRUCTURES ARE IMPORTANT?

Structures help us every day!



REMEMBER!

- A force can make things move.
- Strong structures do not break easily.
- Stable structures do not fall over easily.
- Useful structures help us and have a purpose.
- Be a good builder! Plan, test and improve!



PURE SUBSTANCES AND MIXTURES

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Everything around us is matter. Matter can be pure or a mixture.



1. WHAT IS A PURE SUBSTANCE?

A pure substance is made of only one kind of particle. It has the same properties throughout.

It cannot be separated by simple means.

Examples:



Water
(H₂O)



Salt
(NaCl)



Copper
(Cu)

2. WHAT IS A MIXTURE?

A mixture is made of two or more pure substances. Each substance keeps its own properties.

It can be separated by simple means.

Examples:



Trail mix
(nuts and raisins)



Lemonade
(water, sugar, lemon)



Soil
(sand, clay, organic matter)

3. TYPES OF MIXTURES

Mixtures can be:

HOMOGENEOUS MIXTURES

The parts are evenly mixed. They look the same throughout. We cannot see the different parts.

Examples:



Salt water



Air

HETEROGENEOUS MIXTURES

The parts are not evenly mixed. We can see the different parts.

Examples:



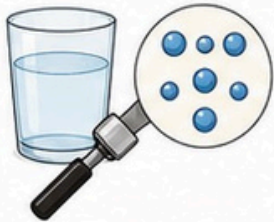
Salad



Oil and water

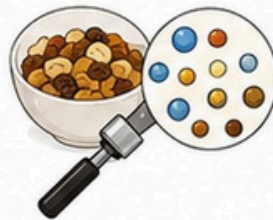
4. HOW CAN WE TELL THE DIFFERENCE?

PURE SUBSTANCE



- Only one kind of particle.
- Same properties everywhere.
- Cannot be separated by simple means.

MIXTURE



- Two or more kinds of particles.
- Different parts keep their own properties.
- Can be separated by simple means.

5. HOW CAN WE SEPARATE MIXTURES?

We can separate mixtures using simple methods.

Filtration



Separates solid from liquid.
(e.g., sand and water)

Decantation



Separates liquids or a solid from a liquid.
(e.g., oil and water)

Sieving



Separates big solids from smaller ones.
(e.g., stones and sand)

Magnetism



Separates magnetic materials from non-magnetic materials.
(e.g., iron from sand)

6. EXAMPLES: LET'S CLASSIFY!

	Distilled water	Gold	Granite	Milk	Oxygen	Salad	Sugar	Air
PURE SUBSTANCE								
MIXTURE	✓	✓	✓	✓	✓	✓	✓	✓

7. REMEMBER!



- Pure substances are made of only one kind of particle.
- Mixtures have two or more substances.
- Mixtures can be homogeneous or heterogeneous.
- We can separate mixtures using simple methods.

Look closely and observe!



Competencias específicas y criterios de evaluación (LOMLOE) trabajados en el material “Science Around Us”

El material adjunto trabaja contenidos relacionados con seres vivos, cuerpo humano, energía, fuerzas, materiales, hábitats y estructuras, adecuados para el área de Conocimiento del Medio Natural, Social y Cultural en el primer ciclo de Primaria.

Competencia específica (LOMLOE)	Cómo se trabaja en el material
CE1. Utilizar dispositivos y recursos para buscar información y resolver preguntas sencillas sobre el entorno.	Observación de infografías, identificación de elementos naturales, clasificación de animales, plantas y materiales.
CE2. Plantear y dar respuesta a preguntas científicas sencillas mediante la observación y experimentación.	Actividades relacionadas con fuerzas y magnetismo, mezclas y estructuras.
CE3. Resolver problemas y retos relacionados con el entorno natural utilizando el pensamiento científico.	Comparación de hábitats, clasificación de sustancias y análisis de estructuras resistentes.
CE4. Conocer y valorar el propio cuerpo, hábitos saludables y bienestar físico.	Sistemas del cuerpo humano, alimentación, respiración, higiene y cuidado corporal.
CE5. Identificar características de los seres vivos y sus relaciones con el entorno.	Ciclo vital de las plantas, animales, anfibios, reptiles y hábitats.
CE6. Reconocer elementos, materiales y formas de energía presentes en el entorno.	Energía, fuerzas, mezclas, sustancias puras y materiales.
CE7. Adoptar hábitos de cuidado, sostenibilidad y respeto hacia el medio ambiente.	Protección de hábitats, ahorro energético y cuidado de plantas y animales.

Criterios de evaluación por bloques del material

Plants and Their Life Cycle

Criterios de evaluación	Relación con el material
Identificar características básicas de las plantas y clasificarlas según diferentes criterios.	Clasificación de plantas y árboles.
Reconocer las fases del ciclo vital de una planta.	Secuencia del crecimiento de la planta.
Comprender la importancia de las plantas para los seres vivos.	Beneficios de las plantas y adaptación al entorno.
Mostrar actitudes de respeto y cuidado hacia la naturaleza.	Consejos de cuidado de plantas.

PLANTS AND THEIR LIFE CYCLE

Plants are living things. They grow, change and help all living things!

1 TYPES OF PLANTS

We can classify plants in different ways.

A. WHERE THEY GROW

- WILD PLANTS**: They grow in nature. We don't plant them.
- CULTIVATED PLANTS**: People plant and take care of them.

B. BY THE WAY THEY HAVE SEEDS

- PLANTS WITH SEEDS**: They have seeds. New plants grow from seeds.
- PLANTS WITHOUT SEEDS**: They don't have seeds. They make spores. Examples: fern, moss.

2 TREES: DECIDUOUS OR EVERGREEN

We can recognize trees by their leaves.

- DECIDUOUS TREES**: They lose their leaves in autumn. Examples: oak, maple, birch.
- EVERGREEN TREES**: They keep their leaves all year. Examples: pine, fir, spruce.

3 THE LIFE CYCLE OF A PLANT

Plants go through different stages in their life.

- 1 SEED**: A seed is tiny. It can grow into a plant.
- 2 GERMINATION**: The seed has water and starts to grow.
- 3 SEEDLING**: A small plant comes out of the soil.
- 4 YOUNG PLANT**: It grows bigger and stronger.
- 5 ADULT PLANT**: It can make flowers. Flowers make seeds.
- 6 NEW SEEDS**: New plants can grow from them.

4 WHY ARE PLANTS IMPORTANT?

- They give us oxygen to breathe.
- They give us food.
- They give us shade and clean the air.
- They protect the soil and animals.
- They make our world beautiful!

5 HOW DO PLANTS ADAPT TO THEIR HABITAT?

Plants have special parts or features to live in different places.

- IN DESERTS**: They have long roots to find water. Some store water in their stems.
- IN COLD PLACES**: They have needle-like leaves and thick bark. They can handle snow and cold.
- IN WET PLACES**: They have big leaves to catch sunlight. Some have roots that can breathe in water.
- IN DRY SOIL**: They have small, thick leaves to save water.

LET'S TAKE CARE OF PLANTS! Water them, protect them and enjoy nature!



Criterios de evaluación por bloques del material

Our Amazing Body / Digestive & Respiratory System

Criterios de evaluación	Relación con el material
Identificar partes principales del cuerpo humano y sus funciones.	Órganos, huesos, músculos y sentidos.
Reconocer hábitos saludables relacionados con alimentación, higiene y ejercicio.	Consejos de salud y cuidado corporal.
Comprender el funcionamiento básico de algunos sistemas del cuerpo humano.	Sistema digestivo y respiratorio.
Valorar la importancia del cuidado del cuerpo y la salud.	Prevención y hábitos saludables.

OUR AMAZING BODY! SENSES, NERVOUS SYSTEM AND MOVEMENT
Our body helps us feel, think, move and do many things every day!

1 THE FIVE SENSES
We have five senses that help us explore the world.

- SIGHT:** We see with our eyes.
- HEARING:** We hear with our ears.
- SMELL:** We smell with our nose.
- TASTE:** We taste with our tongue.
- TOUCH:** We feel with our skin.

2 THE NERVOUS SYSTEM
It controls and coordinates our body.

- BRAIN:** It is the boss! It thinks, remembers, learns and makes decisions.
- NERVES:** They are like cables that carry messages all over the body.

3 THE MUSCULOSKELETAL SYSTEM
It helps us move, stand up and protect our body.

- SKELETON (BONES):** The skeleton gives shape to our body, protects our organs and supports us.
- MUSCLES:** Muscles allow us to move. They work when the brain sends an order.
- JOINTS:** Joints are places where two or more bones meet. They help us move easily.

4 MAIN BONES, MUSCLES AND JOINTS
We can find them in different parts of our body.

5 TAKE CARE OF YOUR BODY!
Good habits help us stay healthy and prevent accidents.

TAKE CARE OF YOUR SENSES
Protect your eyes. Read with good light. Do not listen to loud sounds. Avoid strong and dangerous smells. Eat healthy food and drink water. Keep your skin clean and hydrated.

DIGESTIVE SYSTEM AND RESPIRATORY SYSTEM
Learn about their parts, what they do, and where they are.

DIGESTIVE SYSTEM
It helps our body by turning food into energy. It also gets rid of waste (what the body doesn't need).

What it does:

- Breaks down food.
- Takes good nutrients and water from food.
- Gets rid of waste.

Respiratory System
It helps our body breathe. It brings in oxygen from the air and gets rid of carbon dioxide.

What it does:

- Brings oxygen into the body.
- Gets rid of carbon dioxide.
- Helps our body stay healthy.

REMEMBER: Eat healthy food, drink water, exercise, and keep clean. This helps your digestive and respiratory systems work well!



Criterios de evaluación por bloques del material

Animals / Amphibians & Reptiles / Animal Habitats

Criterios de evaluación	Relación con el material
Clasificar animales según sus características observables.	Vertebrados/invertebrados, alimentación y reproducción.
Identificar diferencias entre anfibios y reptiles.	Comparación y clasificación.
Reconocer distintos hábitats y las necesidades básicas de los animales.	Hábitats naturales y adaptación.
Comprender la relación entre los seres vivos y el entorno.	Adaptaciones y cuidado del medio ambiente.
Desarrollar actitudes de respeto y protección hacia los animales.	Conservación de hábitats.

ANIMAL HABITATS
A habitat is the natural home of an animal. It provides food, water, shelter and space.

1. WHAT IS A HABITAT?
A habitat is the place where an animal lives.
Different animals live in different habitats.

2. TYPES OF HABITATS
There are many habitats on Earth.

FOREST Deer, squirrels, birds...	DESERT Camels, lizards, scorpions...	OCEAN Dolphins, fish, turtles...	FRESHWATER Frogs, fish, dragonflies...	POLAR	GRASSLAND
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3. WHAT ANIMALS NEED IN THEIR HABITAT
Animals need:
Food
Water
Shelter
Space

4. ANIMALS ARE ADAPTED TO THEIR HABITATS
Animals have special parts or behaviours that help them live in their habitats.

1. TWO BIG GROUPS

VERTEBRATES They have a backbone inside their body.	INVERTEBRATES They do not have a backbone.
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2. HOW THEY MOVE AND WHERE THEY LIVE

HOW THEY MOVE

WALK Lion	FLY Bird	SWIM Dolphin	SLITHER / CRAWL Snake
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WHERE THEY LIVE

LAND Elephant	WATER Fish	AIR Bird	BOTH Frog
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AMPHIBIANS AND REPTILES
Let's learn about reptiles and amphibians!

1. RECOGNIZE THEM
Reptiles and amphibians are animals. We can recognize them by their skin and where they live.

AMPHIBIANS Example: frog	REPTILES Example: turtle, lizard, snake
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2. MAIN CHARACTERISTICS

AMPHIBIANS Moist, soft skin Live in water and on land Lay eggs in water Start life in water (tadpoles)	REPTILES Dry, scaly skin Live on land (some in water) Breathe air as adults Lay eggs on land Both have cold blood.
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3. CLASSIFY AND COMPARE

AMPHIBIANS	SIMILARITIES	REPTILES
Moist, soft skin	Both are vertebrates	Dry, scaly skin
Live in water and on land	Both breathe air as adults	Live on land (some in water)
Lay eggs in water	Both lay eggs	Lay eggs on land
Start life in water (tadpoles)	Both have cold blood.	Start life in an egg (baby looks like the adult)

4. PARTS AND CHARACTERISTICS: LOCATE THEM IN THE PICTURES

FROG (AMPHIBIAN) EYES: Help them see. NOSTRILS: They breathe through their nose. MOIST SKIN: Their skin is wet and soft. LUNGS: Adults breathe with lungs. STRONG LEGS: They help them jump. WEBBED FEET: They help them swim.	TURTLE (REPTILE) EYES: Help them see. NOSTRILS: They breathe through their nose. DRY, SCALY SKIN: Their skin is dry and covered with scales. SHELL: Protects their body. LUNGS: They breathe air with lungs. STRONG LEGS: They help them walk.
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5. KEY POINTS

- Amphibians have moist skin and live in water and on land.
- Reptiles have dry, scaly skin and live on land (some in water).
- Both are amazing animals!

REMEMBER!
Take care of animals and their homes!

EXAMPLES
frog, salamander, turtle, lizard, snake

ANIMALS
Animals are living things. They come in many shapes and sizes. We can group them in different ways.

2. HOW THEY MOVE AND WHERE THEY LIVE

HOW THEY MOVE

WALK Lion	FLY Bird	SWIM Dolphin	SLITHER / CRAWL Snake
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WHERE THEY LIVE

LAND Elephant	WATER Fish	AIR Bird	BOTH Frog
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4. HOW THEY ARE BORN

OVIPAROUS They are born from eggs. Examples: chicken, turtle, fish, frog, butterfly, many insects.	VIVIPAROUS They are born from their mother's body. Examples: dog, cat, human, dolphin, elephant, cow.
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Criterios de evaluación por bloques del material

Energy / Forces and Magnets

Criterios de evaluación	Relación con el material
Identificar diferentes formas y fuentes de energía.	Energías renovables y no renovables.
Reconocer usos cotidianos de la energía y hábitos de ahorro energético.	Uso responsable de la energía.
Comprender cómo actúan las fuerzas sobre los objetos.	Movimiento, empuje y tracción.
Experimentar y observar fenómenos relacionados con el magnetismo.	Experimentos con imanes.

FORCES AND MAGNETS
A FORCE can make things MOVE!

1. FORCE MAKES THINGS MOVE
When we push or pull an object, it can start moving, stop, speed up, slow down, or change direction.

2. DIRECTION OF THE FORCE
A force can be a PUSH or a PULL. The direction of the force tells us how the object will move.

3. MAGNETS: WHAT DO THEY ATTRACT?
Magnets attract some objects but not others.

4. LET'S EXPERIMENT!
You can test different objects to see if a magnet attracts them.

5. RELATIONSHIP BETWEEN FORCE AND MOVEMENT
The more force you use, the more the object moves.

REMEMBER!
A force can push or pull. Force has a direction. Magnets attract some metals. We can test and observe with experiments.

ENERGY
Energy makes our world work!

1. DIFFERENT SOURCES OF ENERGY
These are some sources of energy.

2. FORMS OF ENERGY: HOW TO GET THEM
We can get energy in different ways.

3. USES AND SAVING ENERGY
We use energy every day! Small actions make a big difference!

RENEWABLE vs NON-RENEWABLE: ADVANTAGES AND DISADVANTAGES

RENEWABLE ENERGY
Advantages: It never runs out, it is clean and does not pollute the air, it is better for our planet.
Disadvantages: Sometimes it depends on the weather (sun, wind, rain), it can be more expensive to build, we need space for plants, water or wind turbines.

NON-RENEWABLE ENERGY
Advantages: It produces a lot of energy, it is easy to store and transport, the technology is well known.
Disadvantages: It can run out, it pollutes the air and damages nature, it is not good for the future of our planet.


REMEMBER!
Energy is important in our daily life. Saving energy today helps our planet tomorrow. Energy makes things work. Renewable can be replaced by nature. Non-renewable can run out. Every small action counts!



Criterios de evaluación por bloques del material

Structures Around Us

Criterios de evaluación	Relación con el material
Identificar estructuras del entorno y sus funciones.	Tipos de estructuras.
Reconocer propiedades básicas de estabilidad y resistencia.	Construcción y prueba de estructuras.
Utilizar materiales sencillos para construir modelos básicos.	Actividades de construcción.
Observar y comparar materiales según sus propiedades.	Relación material-estructura.




STRUCTURES AROUND US!

Structures are all around us. They are strong, stable and useful!

1. WHAT IS A STRUCTURE?

A structure is something that is built to support, protect or help us.




2. TYPES OF STRUCTURES

Structures can be:

STRONG (RESISTANT)


It does not break easily. It can hold heavy things.



Example: a table. Made with good materials.

STABLE


It does not fall over easily. It stays in place.



Example: a tower. Wide at the bottom.

USEFUL

It is made for a purpose. It helps us.




Example: a pencil holder. It keeps things organized.

3. BUILD AND TEST!

We can build small structures and test if they are stable.

- Plan your structure.
- Build it with different materials.
- Test it! Is it strong? Is it stable? Does it do its job?



4. LET'S BUILD AND COMPARE!


We can build different structures and see which one is the most stable.

BUILD A BRIDGE

You can use:

- ice cream sticks
- cardboard
- straws
- paper

- Build your bridge.
- Test it. Put small books on it, little by little.
- What happened? Which bridge held the most books? Why?




BUILD A RAMP

You can use:

- cardboard
- books
- blocks

- Build your ramp.
- Test it. Roll a toy car down the ramp.
- What happened? Which ramp was more stable and worked better? Why?



5. STRONG, STABLE AND USEFUL – WHAT'S THE DIFFERENCE?

STRONG	It does not break easily. It can hold weight.	Example: a bridge made of wood.
STABLE	It does not fall over easily. It stays in place.	Example: a tower with a wide base.
USEFUL	It is made for a purpose. It helps us in our daily life.	Example: a ramp to help the car.

6. MATERIALS MATTER!

Different materials make our structures stronger or less strong.

WOOD	METAL	PLASTIC	PAPER	CLOTH
Strong	Very strong	Medium	Not very strong	Weak

7. WHY STRUCTURES ARE IMPORTANT?

Structures help us every day!

They keep us safe.	They help us cross rivers.	They hold things.	They make life easier.


REMEMBER! → A force can make things move. Strong structures do not break easily. Stable structures do not fall over easily. Useful structures help us and have a purpose. Be a good builder! Plan, test and improve!



Criterios de evaluación por bloques del material


Pure Substances and Mixtures

Criterios de evaluación	Relación con el material
Diferenciar sustancias puras y mezclas.	Clasificación de materiales.
Identificar mezclas homogéneas y heterogéneas.	Ejemplos visuales.
Reconocer métodos sencillos de separación de mezclas.	Filtración, decantación y magnetismo.
Desarrollar habilidades de observación y clasificación científica.	Comparación y análisis de ejemplos.



PURE SUBSTANCES AND MIXTURES


Everything around us is matter. Matter can be pure or a mixture.





1. WHAT IS A PURE SUBSTANCE?

A pure substance is made of only one kind of particle. It has the same properties throughout. It cannot be separated by simple means.

Examples:


Water (H₂O)



Salt (NaCl)



Copper (Cu)


2. WHAT IS A MIXTURE?

A mixture is made of two or more pure substances. Each substance keeps its own properties. It can be separated by simple means.

Examples:


Trail mix (nuts and raisins)


Lemonade (water, sugar, lemon)


Soil (sand, clay, organic matter)


3. TYPES OF MIXTURES


Mixtures can be:

HOMOGENEOUS MIXTURES

The parts are evenly mixed. They look the same throughout. We cannot see the different parts.

Examples:



Salt water



Air

HETEROGENEOUS MIXTURES

The parts are not evenly mixed. We can see the different parts.

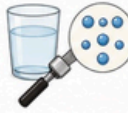
Examples:


Salad


Oil and water


4. HOW CAN WE TELL THE DIFFERENCE?

PURE SUBSTANCE



- Only one kind of particle.
- Same properties everywhere.
- Cannot be separated by simple means.

MIXTURE




- Two or more kinds of particles.
- Different parts keep their own properties.
- Can be separated by simple means.

5. HOW CAN WE SEPARATE MIXTURES?


We can separate mixtures using simple methods.

Filtration




Separates solid from liquid. (e.g., sand and water)

Decantation




Separates liquids or a solid from a liquid. (e.g., oil and water)

Sieving











Separates big solids from smaller ones. (e.g., stones and sand)

Magnetism



Separates magnetic materials from non-magnetic materials. (e.g., iron from sand)


6. EXAMPLES: LET'S CLASSIFY!

	Distilled water	Gold	Granite	Milk	Oxygen	Salad	Sugar	Air
PURE SUBSTANCE								
MIXTURE	✓	✓	✓	✓	✓	✓	✓	✓

7. REMEMBER!

- Pure substances are made of only one kind of particle.
- Mixtures have two or more substances.
- Mixtures can be homogeneous or heterogeneous.
- We can separate mixtures using simple methods.

Look closely and observe!



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Competencias clave LOMLOE implicadas

Competencia clave	Cómo se desarrolla
CCL - Competencia en comunicación lingüística	Comprensión y adquisición de vocabulario científico en inglés.
STEM - Competencia matemática y en ciencia, tecnología e ingeniería	Observación, clasificación, experimentación y pensamiento científico.
CPSAA - Competencia personal, social y aprender a aprender	Hábitos saludables y cuidado personal.
CC - Competencia ciudadana	Respeto al medio ambiente y sostenibilidad.
CE - Competencia emprendedora	Resolución de pequeños retos y experimentos.
CCEC - Conciencia y expresión culturales	Representación visual y comprensión del entorno natural.



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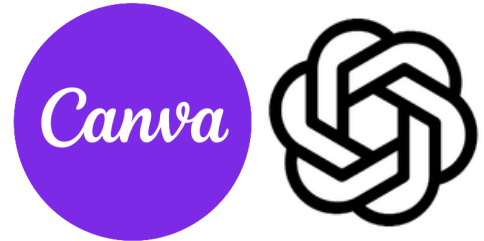
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