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Cambridge Learning Journey

My Family Tree

In a Nutshell

Every family is different. Pupils should appreciate and respect each other's families and be more open-minded about different types of families. They will need to do some research on their family structure, collect some pictures of their relatives and explain to their classmates who they are. Later, they will work in groups to arrange the photos to make their own family tree and present it to the rest of the class.

RESEARCH → WORK IN GROUPS → PRESENTATION

LEARNING OUTCOMES

- Family: relationship between family members.
- Plan and make their family tree.
- Know the names of different family members in English.

BASIC COMPETENCIES

- Listen to and understand simple instructions and classroom routines in English given by the teacher.
- Identify and acknowledge cultural differences appreciating various features of identity which contribute to tolerance and integration.
- Use ICT as an effective self-learning tool for foreign languages.

HOME-SCHOOL CONNECTION

School-Home: The teacher will ask families to talk to their children so that they have a clear picture of their family structure. A list of questions will be provided for pupils to ask their family members: *How old are you? Which is your best childhood memory? What is your best friend's name? What is your favourite food? Etc.*

Home-School: Families will provide pupils with the information they need to make their family tree, as well as photographs of each of the family members that will be included in the family tree. Each pupil will need to know at least three different anecdotes which involve childhood memories from some of their family members. Grandparents usually have lots of them!

Timing: 2 h 30 min

Session 1: 15 min	Weekend	Session 2: 15 min + 30 min		Session 3: 45 min	Session 4: 45 min
Stage 1	**Stage 2**	**Stage 3**		**Stage 4**	**Stage 5**
Introduction	Research	Planning	Creating		Presentation

Materials

- Photographs of family members
- A3 coloured cardboard
- Pencils and crayons
- Scissors
- Glue

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Cambridge Learning Journey

Our Solar System

In a Nutshell

In order to make a model of the Solar System and hang it up in the classroom, pupils will need to use their knowledge on the topic and do some research to find some key facts. This is a collaborative project and the final outcome will show the interaction between group members.

With the help of their families, they will gather information that they will later share with their classmates. Finally, they will organize the materials in each group to make a model and decorate their classroom.

RESEARCH → WORK IN GROUPS → PRESENTATION

LEARNING OUTCOMES

- Learn about the position of elements with regards to the Sun.
- Know about the existence and description of some elements and natural phenomena: the Moon, the stars and the Sun, day and night.

BASIC COMPETENCIES

- Reflect on and be aware of different strategies (associative connection between pictures and concepts) and the use of mnemonics to learn new vocabulary.
- Listen to and understand simple instructions and classroom routines in English given by the teacher.
- Use ICT as an effective self-learning tool for foreign language.

HOME-SCHOOL CONNECTION

School-Home: The teacher can provide families with resources so that they can talk about this topic with their children.
Home-School: Families will provide pupils with the information they need to make a model of the Solar System.

Timing: 2 h 30 min

Session 1: 30 min	Weekend	Session 2: 30 min	Session 3: 45 min	Session 4: 45 min
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
Introduction	Research	Planning	Creating	Presentation

Materials

- Ten white rubber balls in different sizes
- String
- Two strips of wood
- Scissors
- Glue
- Paint and paintbrushes

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Cambridge Learning Journey

Animal Encyclopaedia

In a Nutshell

How many teeth does a shark have? What size is the smallest monkey in the world? Pupils will work in groups to create an animal encyclopaedia. Each pupil will take a copy of the book home so that their parents can see the marvellous work that they have done in class.

RESEARCH → WORK IN GROUPS → PRESENTATION

LEARNING OUTCOMES

- Learn specific vocabulary related to animals.
- Be aware of what they already know about animals and the names of animals in English.
- Know about animals and their bodies, how they move, how they are born, what they eat.
- Know about their habitats and whether or not they are domestic or wild.

BASIC COMPETENCIES

- Listen to and understand simple instructions and classroom routines in English given by the teacher.
- Use ICT as an effective self-learning tool for foreign languages.

HOME-SCHOOL CONNECTION

School-Home: The teacher can provide families with several links to videos, drawings or virtual visits on the website of the National Museum of Natural Science in Madrid. (e.g. www.mncn.csic.es).

Home-School: Families will need to include a bibliography for books and websites used. Another option is to visit a museum of natural science in their town or city.

Timing: 3 h

Session 1: 20 min + 25 min		Weekend	Session 2: 45 min	Session 3: 45 min	Session 4: 45 min
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		**Stage 5**
Presentation	Planning	Research	Creating		Presentation

Materials

- A4 coloured cardboard
- Pencils and crayons
- Scissors
- Glue

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Our Tourist Map

In a Nutshell

In this project, your pupils will have the opportunity to create a tourist map of their town or city. They will need to do some research on the geographical aspects, tourist attractions, traditions and typical dishes in their hometown and Autonomous Community.

With the help of their families, they will collect as much information as possible about this topic and also any relevant pictures to be included in a tourist map. Later, they will work in groups to choose the most important information and create the map.

RESEARCH → WORK IN GROUPS → PRESENTATION

LEARNING OUTCOMES

- Administrative geography of Spain.
- Towns, cities and Autonomous Communities.
- Tourist attractions, traditions and typical dishes.

BASIC COMPETENCIES

- Identify and acknowledge cultural differences appreciating various features of identity which contribute to tolerance and integration.
- Gain confidence when learning a foreign language and consider this as an example of personal competency.

HOME-SCHOOL CONNECTION

School-Home: The teacher will ask families to select the information they think is more relevant about their traditions and the most important tourist attractions. The teacher may provide families with a list of ideas or clues to make the research easier.

Home-School: Families will help pupils to research and they will take maps, photographs and any relevant information to class. If possible, families will take pupils to the nearest tourist information centre where they can obtain some photographs and maps with the information they need.

Timing: 3 h 15 min

Session 1: 15 min	Weekend	Session 2: 45 min	Sessions 3 and 4: 45 min each	Session 5: 45 min
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
Introduction	Research	Planning	Creating	Presentation

Materials

- A4 coloured cardboard
- Pencils and crayons
- Scissors
- Glue
- Pictures: photographs and illustrations

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Cambridge Learning Journey

Our Time Capsule

In a Nutshell

In this project, pupils will have the opportunity to create their own time capsule. They will need to understand some concepts related to the passing of time. Furthermore, they will need the help of their families to obtain relevant objects for the time capsule, which have previously been agreed in the classroom.

Once pupils have brought the chosen objects into the classroom, they will prepare and bury the capsule in the school grounds so that, when they finish Primary Education, they can retrieve the capsule and experience the passing of the years firsthand. Alternatively, you can keep the capsule in the staffroom or in a cupboard in the classroom where pupils have no access.

LEARNING OUTCOMES

- Time: past, present and future.
- Time measurement units: the year.

BASIC COMPETENCIES

- Listen to and understand simple instructions and classroom routines in English given by the teacher.
- Use ICT as an effective self-learning tool for foreign languages.

HOME-SCHOOL CONNECTION

School-Home: The teacher will ask families to help their children find personal or non-personal objects, which may vary over the years or show the passing of time.

Home-School: Families will provide pupils with objects so that they can create their own time capsule.

Timing: 3 h

Session 1: 15 min + 30 min		Weekend	Session 2: 45 min	Sessions 3: 45 min	Session 4: 45 min
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**		**Stage 5**
Introduction	Planning	Research	Creating		Presentation

Materials

- Box or chest
- Photographs
- Coins or banknotes
- Personal belongings
- Objects from the group
- Letters or personal written work

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Cambridge Learning Journey

Clocks and Watches of the Future

In a Nutshell

Can you imagine life without measuring time? Clocks were invented millions of years ago and now it is time for your pupils to invent clocks and watches of the future. They will first do some research on clocks and watches that have already been invented.

With the help of their families, pupils will collect examples and photographs of old and modern clocks and watches, and will take them to class to explain to their classmates how they work.

Later, they will work in groups to invent a clock or watch of the future and will present it to the rest of the class.

RESEARCH → WORK IN GROUPS → PRESENTATION

LEARNING OUTCOMES

- Plan and produce an object or machine that it is easy to make – a clock or watch.
- Know how to apply objects and machines, and use them to make human activities easier.
- Learn about the functioning of different types of clocks and watches.
- Know how to read the time in English.
- Use different historical, geographical and artistic sources.

BASIC COMPETENCIES

- Listen to and understand simple instructions and classroom routines in English given by the teacher.
- Use ICT as an effective self-learning tool for foreign languages.

HOME-SCHOOL CONNECTION

School-Home: The teacher will ask pupils to watch at home any children's film with reference to clocks or watches.
Home-School: The opportunity to tell stories about the clocks and watches they had when they were children. There are many types of clocks and watches that were part of everyday life twenty or thirty years ago, but are now considered antiques.

Timing: 2 h 30 min approx.

Session 1: 15 min	Weekend	Session 2: 15 min + 30 min	Session 3: 45 min	Session 4: 45 min
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
Introduction	Research	Planning	Creating	Presentation

Materials

- Pencils and crayons
- A4 coloured cardboard
- Scissors
- Glue

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Cambridge Learning Journey

Women Scientists: Now, Then and Always

In a Nutshell

Who do we think of when we talk about scientists? Archimedes? Einstein? Ramón y Cajal?

There are hundreds of women scientists as well! In this project, pupils will have to do some research in order to create a timeline of women scientists. Important facts such as who they were or are, what their research is about, if they were free to speak about their research or, on the contrary, they had to work covertly.

With the help of their families, they will collect information about the woman scientist they have been assigned to. They will take some facts about their discoveries to class and will share them with their classmates. Later, they will work in groups to show the information and create a timeline of women scientists throughout history.

LEARNING OUTCOMES

- Use different historical, geographical and artistic sources to produce historical reports and projects.
- Women scientists in history.

BASIC COMPETENCIES

- Listen to and understand simple instructions and classroom routines in English given by the teacher.
- Identify and acknowledge cultural differences appreciating various features of identity which contribute to tolerance and integration.

HOME-SCHOOL CONNECTION

School-Home: The teacher will show pupils a list of women scientists. With the help of their families, each pupil will do some research on the life and work of one of these women.

Home-School: Families will provide pupils with the information they need to learn about their woman scientist. There are several websites focused on women scientists that include interesting activities and information. If there are any women scientists in their families or they know anyone else, it would be a good idea to invite them to class so they can briefly explain what they do. It would be very inspiring for kids!

Timing: 2 h 15 min

Session 1: 20 min + 25 min		Weekend	Session 2: 45 min	Session 3: 45 min
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
Introduction	Research	Planning	Creating	Presentation

Materials

- Pictures of women scientists
- A3 coloured card
- Pencils and crayons
- Scissors
- Glue