

Competence Evaluation

This section contains tests for each term to **evaluate competences**. The tests take into account the **contents** that have been covered in the course and the activities have been organised according to the competences.

There are two tests for each term with their solutions and an individual report so you can monitor the child's acquisition of the competences.

The organisation of the material is as follows:

- **Competence evaluation test**
- **Solutions to the test**
- **Competences and secondary competences they have worked on in each activity**
- **Individual report of the secondary competences they have achieved**

First term Competence evaluation 1	CE
Name and surnames:	
Year: Date:	

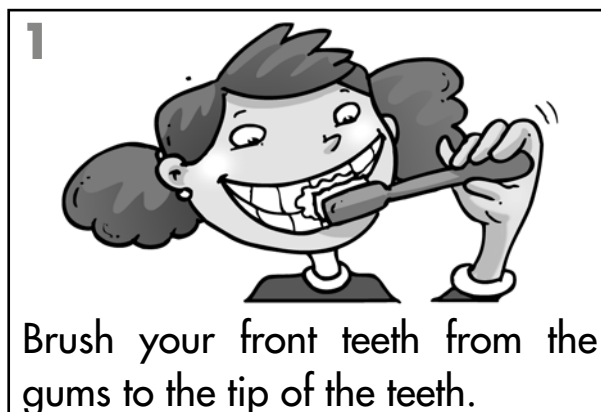
★ Look after your teeth.

When we eat, food mixes with our saliva. Small pieces of food can stay in our mouth and this can be bad for our teeth. This is why it is important to clean our teeth well.

Follow these steps to keep your teeth clean:

1. Do not eat too many sweets or drink fizzy drinks.
2. Brush your teeth after every meal.
3. Go to the dentist every year.

Brush your teeth slowly and carefully:



Name and surnames:

CE

1 Are the sentences true (T) or false (F)?

Some food can be bad for our teeth.

T

F

☐☐

Brush your teeth after every meal.

☐☐

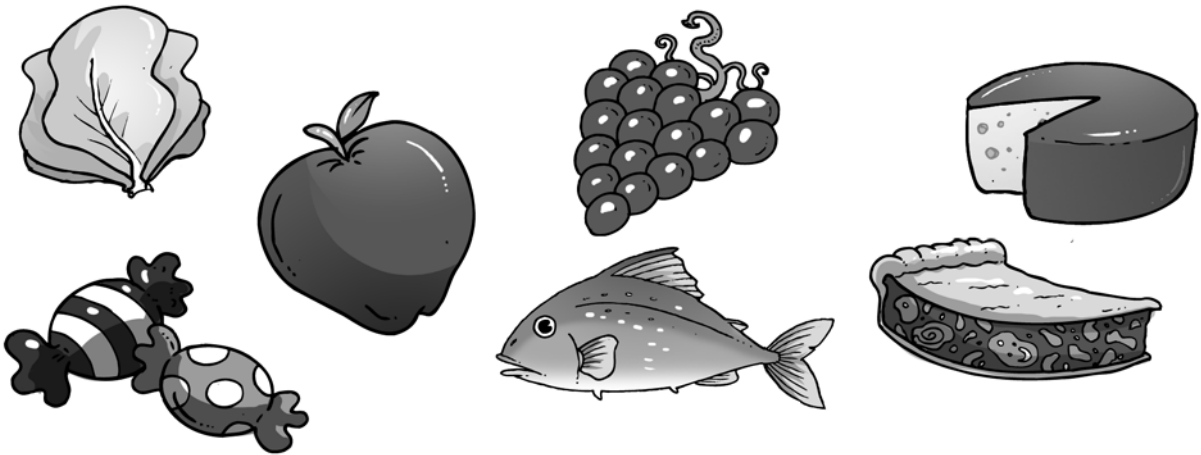
Bits of food stay in our mouth when we eat.

☐☐

Go to the dentist every year.

☐☐

2 Circle the healthy food.



3 Complete the sentences.

brush - meal - teeth - food

We use our to chew our food.

Small pieces of stay in our mouth when we eat. It is very important

to our teeth after every

First term
Competence evaluation 1

Name and surnames:
Year: Date:

★ Look after your teeth.

When we eat, food mixes with our saliva. Small pieces of food can stay in our mouth and this can be bad for our teeth. This is why it is important to clean our teeth well.

Follow these steps to keep your teeth clean:

1. Do not eat too many sweets or drink fizzy drinks.
2. Brush your teeth after every meal.
3. Go to the dentist every year.

Brush your teeth slowly and carefully:

1
Brush your front teeth from the gums to the tip of the teeth.

2
Brush behind your front teeth.

3
Brush your back teeth.

4
Brush your tongue.

Name and surnames: **CE**

1 Are the sentences true (T) or false (F)?

Some food can be bad for our teeth.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F
Brush your teeth after every meal.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F
Bits of food stay in our mouth when we eat.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F
Go to the dentist every year.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F

2 Circle the healthy food.

3 Complete the sentences.

brush - meal - teeth - food

We use our teeth to chew our food.

Small pieces of food stay in our mouth when we eat. It is very important to brush our teeth after every meal.

ACTIVITY 1

Competences	Secondary competences
Linguistic and communicative competence	3. To understand and know how to write oral and written information about daily life, social relations and school.
Knowledge and interaction with the physical world	4. To obtain and represent qualitative and quantitative information.
Social and civic competence	4. To accept and follow basic rules of behaviour.

ACTIVITY 2

Competences	Secondary competences
Knowledge and interaction with the physical world	7. To be concerned about the responsible use of natural resources, the conservation of the environment and the protection of individual and collective health.
Competence in information and communication technologies	2. To be capable of interpreting symbolic and representative languages. 3. To look for, organise, analyse, understand, use and communicate information.

ACTIVITY 3

Competences	Secondary competences
Linguistic and communicative competence	1. To understand and know how to write oral and written texts correctly and coherently. 4. To express themselves correctly and coherently.
Social and civic competence	2. To learn to communicate with others and understand what others are transmitting to us.
Learning to learn	1. To know how to obtain information and transform it into knowledge.

First term

Competence evaluation 1

Individual report

Name and surnames:

Year: **Date:**

Secondary competences achieved

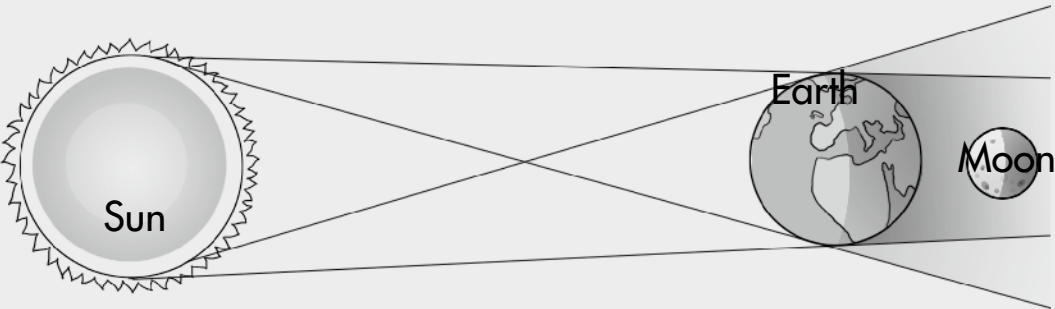
SOCIAL AND CIVIC COMPETENCE	YES	NO
To learn to communicate with others and understand what others are transmitting to us.		
To accept and follow basic rules of behaviour.		
KNOWLEDGE AND INTERACTION WITH THE PHYSICAL WORLD		
To obtain and represent qualitative and quantitative information.		
To be concerned about the responsible use of natural resources, the conservation of the environment and the protection of individual and collective health.		
LINGUISTIC AND COMMUNICATIVE COMPETENCE		
To understand and know how to write oral and written texts correctly and coherently.		
To understand and know how to write oral and written information about daily life, social relations and school.		
To express themselves correctly and coherently.		
COMPETENCE IN INFORMATION AND COMMUNICATION TECHNOLOGIES		
To be capable of interpreting symbolic and representative languages.		
To look for, organise, analyse, understand, use and communicate information.		
LEARNING TO LEARN		
To know how to obtain information and transform it into knowledge.		

First term Competence evaluation 2	CE
Name and surnames:	
Year: Date:	

★ Javier and his friends from school are at the planetarium. A woman gives them this paper to read:

The eclipse of the Moon

The Earth moves round the Sun. Sometimes the Earth is between the Moon and the Sun. When this happens, the Moon does not receive light from the Sun and so we cannot see the Moon. This is called a **lunar eclipse**.



There are two types of eclipses:

- If we cannot see the Moon, it is a **total lunar eclipse**.
- If we can see part of the Moon, it is a **partial lunar eclipse**.

1 Tick the correct option.

- The information on the paper explains ☐
- ... when the next eclipse is. ☐
- ... how to make a model of the Moon. ☐
- ... what a lunar eclipse is. ☐

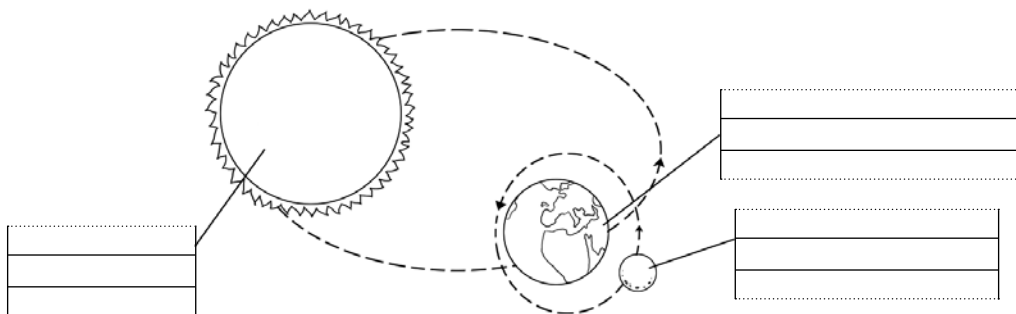
2 Underline the correct sentences.

- When there is a total lunar eclipse, we cannot see the Moon.
- When there is a total lunar eclipse, we cannot see the Earth.
- When there is a lunar eclipse, the Moon is between the Sun and the Earth.
- When there is a lunar eclipse, the Earth is between the Sun and the Moon.

3 Can they see a total lunar eclipse or a partial lunar eclipse?
Write the words.

a lunar
eclipse

a lunar
eclipse

4 Write the words.


First term
Competence evaluation 2

Name and surnames:
Year: Date:

★ Javier and his friends from school are at the planetarium. A woman gives them this paper to read:

The eclipse of the Moon

The Earth moves round the Sun. Sometimes the Earth is between the Moon and the Sun. When this happens, the Moon does not receive light from the Sun and so we cannot see the Moon. This is called a **lunar eclipse**.



There are two types of eclipses:

- If we cannot see the Moon, it is a **total lunar eclipse**.
- If we can see part of the Moon, it is a **partial lunar eclipse**.

1 Tick the correct option.



The information on the paper explains ☐
 ... when the next eclipse is. ☐
 ... how to make a model of the Moon. ☐
 ... what a lunar eclipse is. ☒



Name and surnames: **CE**

2 Underline the correct sentences.


- When there is a total lunar eclipse, we cannot see the Moon.
- When there is a total lunar eclipse, we cannot see the Earth.
- When there is a lunar eclipse, the Moon is between the Sun and the Earth.
- When there is a lunar eclipse, the Earth is between the Sun and the Moon.

3 Can they see a total lunar eclipse or a partial lunar eclipse? Write the words.



 a partial lunar
eclipse



 a total lunar
eclipse

4 Write the words.



ACTIVITY 1

Competences	Secondary competences
Linguistic and communicative competence	3. To understand and know how to write oral and written information about daily life, social relations, and school. 5. To acquire and use the appropriate vocabulary.
Social and civic competence	2. To learn to communicate with others and understand what others are transmitting to us.

ACTIVITY 2

Competences	Secondary competences
Linguistic and communicative competence	1. To understand and know how to write oral and written texts correctly and coherently.
Learning to learn	2. To know how to improve attention, observation, concentration and memory.

ACTIVITY 3

Competences	Secondary competences
Competence in information and communication technologies	3. To look for, organise, analyse, understand, use and communicate information.
Knowledge and interaction with the physical world	4. To obtain and represent qualitative and quantitative information.

ACTIVITY 4

Competences	Secondary competences
Learning to learn	3. To acquire the essential contents of the subject. 5. To apply their new knowledge and skills in different contexts.
Cultural and artistic competence	5. To use different expressive and artistic materials, techniques, codes and resources in their own creations.

First term

Competence evaluation 2

Individual report

Name and surnames:

Year: **Date:**

Secondary competences achieved

SOCIAL AND CIVIC COMPETENCE	YES	NO
To learn to communicate with others and understand what others are transmitting to us.		
KNOWLEDGE AND INTERACTION WITH THE PHYSICAL WORLD		
To obtain and represent qualitative and quantitative information.		
LINGUISTIC AND COMMUNICATIVE COMPETENCE		
To understand and know how to write oral and written texts correctly and coherently.		
To understand and know how to write oral and written information about daily life, social relations and school.		
To acquire and use the appropriate vocabulary.		
COMPETENCE IN INFORMATION AND COMMUNICATION TECHNOLOGIES		
To look for, organise, analyse, understand, use and communicate information.		
LEARNING TO LEARN		
To know how to obtain information and transform it into knowledge.		
To know how to improve attention, observation, concentration and memory.		
To acquire the essential contents of the subject.		
To apply their new knowledge and skills in different contexts.		
CULTURAL AND ARTISITC COMPETENCE		
To use different expressive and artistic materials, techniques, codes and resources in their own creations.		

Second term

Competence evaluation 1

CE

Name and surnames:

Year: Date:

★ Read:

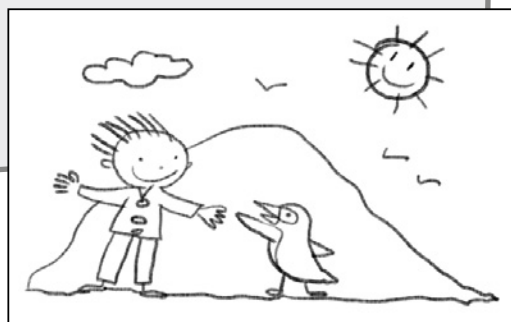
My favourite animal

My favourite animal is a penguin.

I like to see penguins in the aquarium. They are slow when they walk but they are very fast when they swim.

There are a lot of different types of penguins. King penguins are very big but the biggest penguin is the Emperor penguin.

The Humboldt penguin is in danger. I hope it does not become extinct!



1 Tick the correct option.

The text is a story from a book about a penguin. ☐

The text is homework about penguins. ☐

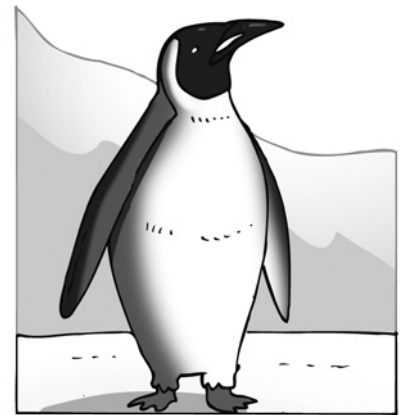
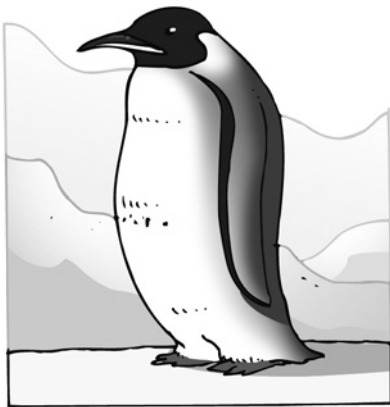
The text is information about how to look after your pet penguin ☐

Name and surnames:

CE

2 Read the clues. Match the pictures to the names.

1. Emperor penguins are the biggest type of penguin.
2. King penguins are very big.
3. Humboldt penguins are smaller than king penguins.



King penguin

Emperor penguin

Humboldt penguin

3 Complete.

bird - fish - fly - feathers - squid - swim

A penguin has _____. It is a _____
but it cannot _____. It can _____
very fast. Penguins eat _____,
and _____.

Second term
Competence evaluation 1


Name and surnames: CE

Year: Date:

★ Read:

My favourite animal

My favourite animal is a penguin.
I like to see penguins in the aquarium. They are slow when they walk but they are very fast when they swim.
There are a lot of different types of penguins.
King penguins are very big but the biggest penguin is the Emperor penguin.
The Humboldt penguin is in danger. I hope it does not become extinct!



1 Tick the correct option.

The text is a story from a book about a penguin. ☐


The text is homework about penguins. ☒

The text is information about how to look after your pet penguin. ☐

Name and surnames: CE

2 Read the clues. Match the pictures to the names.

- Emperor penguins are the biggest type of penguin.
- King penguins are very big.
- Humboldt penguins are smaller than king penguins.



King penguin

Emperor penguin

Humboldt penguin

3 Complete.

bird - fish - fly - feathers - squid - swim

A penguin has feathers. It is a bird but it cannot fly. It can swim very fast. Penguins eat fish and squid.

ACTIVITY 1

Competences	Secondary competences
Linguistic and communicative competence	3. To understand and know how to write oral and written information about daily life, social relations and school. 5. To acquire and use the appropriate vocabulary.
Social and civic competence	2. To learn to communicate with others and understand what others are transmitting to us.

ACTIVITY 2

Competences	Secondary competences
Knowledge and interaction with the physical world	3. To know basic scientific and technical concepts and recognise investigation as a way of learning about history.
Competence in information and communication technologies	3. To look for, organise, analyse, understand, use and communicate information.
Learning to learn	2. To know how to improve attention, observation, concentration and memory.

ACTIVITY 3

Competences	Secondary competences
Learning to learn	3. To acquire the essential contents of the subject. 5. To apply their new knowledge and skills in different contexts.
Personal autonomy, initiative and emotional competence	1. To review what they have done and compare it with their original objectives.

Second term

Competence evaluation 1

Individual report

Name and surnames:

Year: **Date:**

Secondary competences achieved

SOCIAL AND CIVIC COMPETENCE	YES	NO
To learn to communicate with others and understand what others are transmitting to us.		
KNOWLEDGE AND INTERACTION WITH THE PHYSICAL WORLD		
To know basic scientific and technical concepts and recognise investigation as a way of learning about history.		
LINGUISTIC AND COMMUNICATIVE COMPETENCE		
To understand and know how to write oral and written information about daily life, social relations and school.		
To acquire and use the appropriate vocabulary.		
COMPETENCE IN INFORMATION AND COMMUNICATION TECHNOLOGIES		
To look for, organise, analyse, understand, use and communicate information.		
LEARNING TO LEARN		
To know how to improve attention, observation, concentration and memory.		
To acquire the essential contents of the subject.		
To apply their new knowledge and skills in different contexts.		
PERSONAL AUTONOMY, INITIATIVE AND EMOTIONAL COMPETENCE		
To review what they have done and compare it with their original objectives.		

Second term

Competence evaluation 2


CE

Name and surnames:


Year: **Date:**

★ Read:


How to make perfume




Pick some herbs that smell nice. You can use lavender, rosemary or roses. Crush the herbs.



Add some alcohol and distilled water.



Use a small sieve to separate the liquid. Put the liquid in a small bottle.



Keep the perfume in a dark place for ten days.

1 Tick the correct option.

The instructions tell us how to play a summer game. ☐

The instructions tell us how to grow herbs and plants that smell nice. .. ☐

The instructions tell us how to make a simple perfume. ☐

Name and surnames:

CE

2 Put the pictures in order.



3 Match.

parsley

lavender

cotton

lime blossom

clothes

food

perfume

tea


Second term
Competence evaluation 2

Name and surnames: CE


Year: Date:

★ Read:


How to make perfume



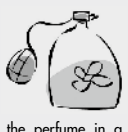
Pick some herbs that smell nice. You can use lavender, rosemary or roses. Crush the herbs.



Add some alcohol and distilled water.



Use a small sieve to separate the liquid. Put the liquid in a small bottle.



Keep the perfume in a dark place for ten days.

1 Tick the correct option.


The instructions tell us how to play a summer game. ☐


The instructions tell us how to grow herbs and plants that smell nice. ... ☐


The instructions tell us how to make a simple perfume..... ☒


Name and surnames: CE


2 Put the pictures in order.


2


1


3


6


5


4


3 Match.

parsley		clothes
lavender		food
cotton		perfume
lime blossom		tea

ACTIVITY 1

Competences	Secondary competences
Linguistic and communicative competence	3. To understand and know how to write oral and written information about daily life, social relations and school. 5. To acquire and use the appropriate vocabulary.
Social and civic competence	2. To learn to communicate with others and understand what others are transmitting to us.

ACTIVITY 2

Competences	Secondary competences
Linguistic and communicative competence	1. To understand and know how to write oral and written texts correctly and coherently.
Mathematical competence	3. To organise information using mathematical procedures.
Learning to learn	2. To know how to improve attention, observation, concentration and memory.
Competence in information and communication technologies	3. To look for, organise, analyse, understand, use and communicate information.

ACTIVITY 3

Competences	Secondary competences
Linguistic and communicative competence	5. To acquire and use the appropriate vocabulary.
Competence in information and communication technologies	3. To look for, organise, analyse, understand, use and communicate information.
Learning to learn	1. To know how to obtain information and transform it into knowledge.

Second term Competence evaluation 2

Individual report

Name and surnames:

Year: **Date:**

Secondary competences achieved

SOCIAL AND CIVIC COMPETENCE	YES	NO
To learn to communicate with others and understand what others are transmitting to us.		
LINGUISTIC AND COMMUNICATIVE COMPETENCE		
To understand and know how to write oral and written texts correctly and coherently.		
To understand and know how to write oral and written information about daily life, social relations and school.		
To acquire and use the appropriate vocabulary.		
COMPETENCE IN INFORMATION AND COMMUNICATION TECHNOLOGIES		
To look for, organise, analyse, understand, use and communicate information.		
MATHEMATICAL COMPETENCE		
To organise information using mathematical procedures.		
LEARNING TO LEARN		
To know how to obtain information and transform it into knowledge.		
To know how to improve attention, observation, concentration and memory.		

Third term Competence evaluation 1

CE

Name and surnames:

Year: **Date:**

★ Read:

Holidays!

Come and visit our country. There is a lot to do and see:



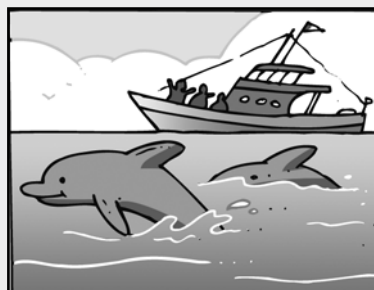
Beautiful beaches



Fantastic hotels



Amazing landscapes



Fun activities

1 Tick the correct option.

The text is an advertisement for a holiday. ☐

The text is a story about a boat. ☐

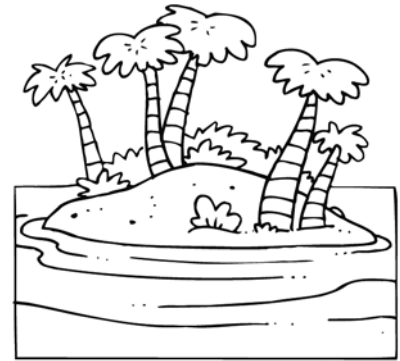
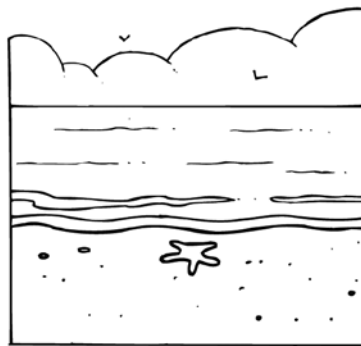
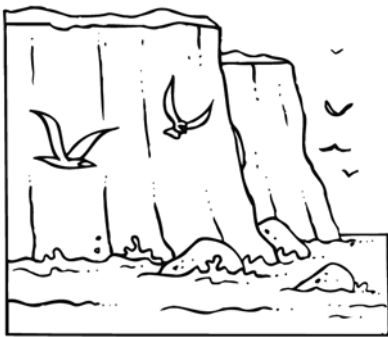
The text is a train ticket. ☐

2 Look at the pictures on page 52 and underline the correct sentences.

- There is a flat landscape.
- There is a coastal landscape.
- There are valleys and mountains.
- There is a beach and some cliffs.

3 Write the words.

beach - cliff - island



4 Design a holiday advertisement. Use the words to help you.

amazing landscapes - beautiful beaches - fantastic food - lots of activities

Third term
Competence evaluation 1

Name and surnames: CE

Year: Date:

★ Read:

Holidays!

Come and visit our country. There is a lot to do and see:

Beautiful beaches

Fantastic hotels

Amazing landscapes

Fun activities

1 Tick the correct option.

The text is an advertisement for a holiday. ☒

The text is a story about a boat. ☐

The text is a train ticket. ☐

Name and surnames: CE

2 Look at the pictures on page 52 and underline the correct sentences.

- There is a flat landscape.
- There is a coastal landscape.
- There are valleys and mountains.
- There is a beach and some cliffs.

3 Write the words.

beach - cliff - island

cliff
beach
island

4 Design a holiday advertisement. Use the words to help you.

amazing landscapes - beautiful beaches - fantastic food - lots of activities

students' own answers

ACTIVITY 1

Competences	Secondary competences
Linguistic and communicative competence	3. To understand and know how to write oral and written information about daily life, social relations and school. 7. To show a positive attitude towards reading.
Social and civic competence	2. To learn to communicate with others and understand what others are transmitting to us.

ACTIVITY 2

Competences	Secondary competences
Competence in information and communication technologies	3. To look for, organise, analyse, understand, use and communicate information.
Learning to learn	2. To know how to improve attention, observation, concentration and memory.

ACTIVITY 3

Competences	Secondary competences
Linguistic and communicative competence	5. To acquire and use the appropriate vocabulary.
Learning to learn	3. To acquire the essential contents of the subject. 6. To actively participate in their own learning.

ACTIVITY 4

Competences	Secondary competences
Cultural and artistic competence	5. To use different expressive and artistic materials, techniques, codes and resources in their own creations.
Personal autonomy, initiative and emotional competence	2. To be aware of their own emotions and be capable of recognising and understanding those of others.

Third term Competence evaluation 1

Individual report

Name and surnames:

Year: **Date:**

Secondary competences achieved

SOCIAL AND CIVIC COMPETENCE	YES	NO
To learn to communicate with others and understand what others are transmitting to us.		
LINGUISTIC AND COMMUNICATIVE COMPETENCE		
To understand and know how to write oral and written information about daily life, social relations and school.		
To acquire and use the appropriate vocabulary.		
To show a positive attitude towards reading.		
COMPETENCE IN INFORMATION AND COMMUNICATION TECHNOLOGIES		
To look for, organise, analyse, understand, use and communicate information.		
LEARNING TO LEARN		
To know how to improve attention, observation, concentration and memory.		
To acquire the essential contents of the subject.		
To actively participate in their own learning.		
PERSONAL AUTONOMY, INITIATIVE AND EMOTIONAL COMPETENCE		
To be aware of their own emotions and be capable of recognising and understanding those of others.		
CULTURAL AND ARTISTIC COMPETENCE		
To use different expressive and artistic materials, techniques, codes and resources in their own creations.		

Third term

Competence evaluation 2

CE

Name and surnames:

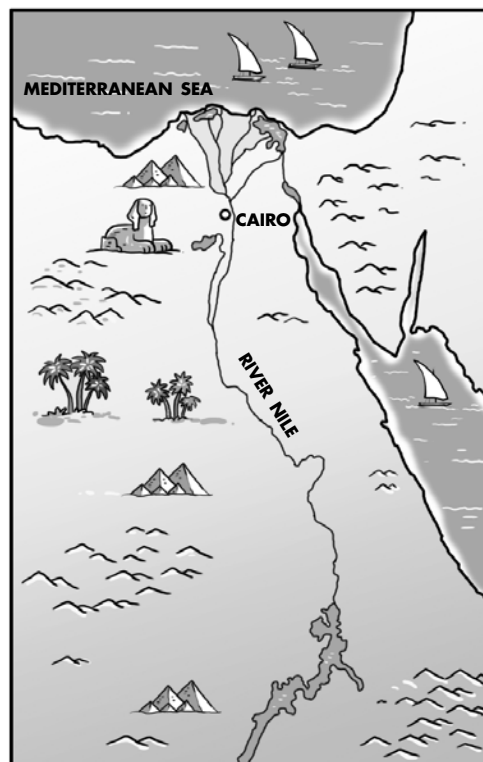
Year: **Date:**

★ Read:

The Ancient Egyptians lived next to the Nile. Egypt was a desert but the land near the Nile was very fertile.

The Egyptians cultivated crops on the fertile land next to the river. They made canals to move the water to other places.

The Egyptians used boats on the Nile to travel and move merchandise to other towns.



1 Are the sentences true (T) or false (F)?

T F

Egypt was a country with a lot of desert.

☐ ☐

The Egyptians did not sail on the River Nile.

☐ ☐

The land near the Nile was very fertile.

☐ ☐

2 Circle the objects related to Ancient Egypt.

pyramid

hieroglyphs

castles

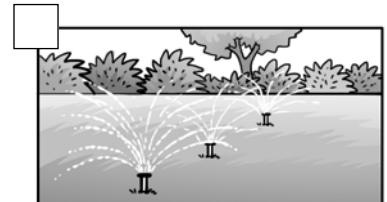
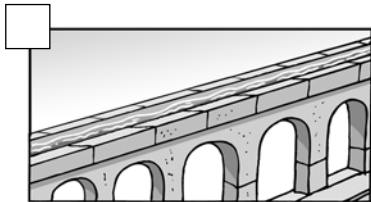
Pharaoh

Nile

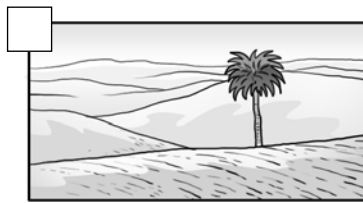
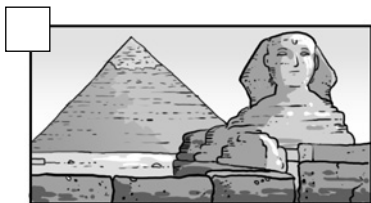
Rome

3 Tick the correct picture.

The Egyptians made canals to move the water from the Nile to other places.



Ancient Egypt was a great civilization.



4 Complete the text.

animals - water - cook - important - waste

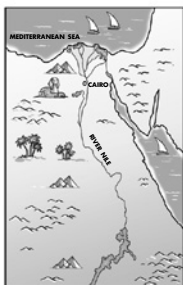
Water is very _____ for plants,
 _____ and people. We use water
 to _____ our plants, to drink,
 to wash and to _____ food.
 Don't _____ water!

Third term
Competence evaluation 2

Name and surnames:
Year: Date:

★ Read:

The Ancient Egyptians lived next to the Nile. Egypt was a desert but the land near the Nile was very fertile.
The Egyptians cultivated crops on the fertile land next to the river. They made canals to move the water to other places.
The Egyptians used boats on the Nile to travel and move merchandise to other towns.



1 Are the sentences true (T) or false (F)?

Egypt was a country with a lot of desert.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F
The Egyptians did not sail on the River Nile.	<input type="checkbox"/> T	<input checked="" type="checkbox"/> F
The land near the Nile was very fertile.	<input checked="" type="checkbox"/> T	<input type="checkbox"/> F



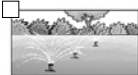
2 Circle the objects related to Ancient Egypt.

pyramid	hieroglyphs	castles
Pharaoh	Nile	Rome




Name and surnames: **CE**

3 Tick the correct picture.

The Egyptians made canals to move the water from the Nile to other places.

Ancient Egypt was a great civilization.

4 Complete the text.

animals - water - cook - important - waste

Water is very important for plants,
animals and people. We use water
 to water our plants, to drink,
 to wash and to cook food.
 Don't waste water!

ACTIVITY 1

Competences	Secondary competences
Linguistic and communicative competence	3. To understand and know how to write oral and written information about daily life, social relations and school.
Social and civic competence	2. To learn to communicate with others and understand what others are transmitting to us.

ACTIVITY 2

Competences	Secondary competences
Linguistic and communicative competence	5. To acquire and use the appropriate vocabulary.
Learning to learn	3. To acquire the essential contents of the subject.

ACTIVITY 3

Competences	Secondary competences
Competence in information and communication technologies	1. To know how to use different types of information: oral, written, graphic and audiovisual.
Learning to learn	5. To apply their new knowledge and skills in different contexts.
Knowledge and interaction with the physical world	3. To know the basic scientific and technical concepts and recognise investigation as a way of learning about history.

ACTIVITY 4

Competences	Secondary competences
Linguistic and communicative competence	1. To understand and know how to write oral and written texts correctly and coherently.
Personal autonomy, initiative and emotional competence	5. To form and defend opinions. 6. To show initiative and respect and be open to other people's initiatives.

Third term

Competence evaluation 2

Individual report

Name and surnames:

Year: **Date:**

Secondary competences achieved

SOCIAL AND CIVIC COMPETENCE	YES	NO
To learn to communicate with others and understand what others are transmitting to us.		
KNOWLEDGE AND INTERACTION WITH THE PHYSICAL WORLD		
To know the basic scientific and technical concepts and recognise investigation as a way of learning about history.		
LINGUISTIC AND COMMUNICATIVE COMPETENCE		
To understand and know how to write oral and written texts correctly and coherently.		
To understand and know how to compose oral and written information about daily life, social relations and school.		
To acquire and use the appropriate vocabulary.		
COMPETENCE IN INFORMATION AND COMMUNICATION TECHNOLOGIES		
To know how to use different types of information: oral, written, graphic and audiovisual.		
LEARNING TO LEARN		
To acquire the essential contents of the subject.		
To apply their new knowledge and skills in different contexts.		
PERSONAL AUTONOMY, INITIATIVE AND EMOTIONAL COMPETENCE		
To form and defend opinions.		
To show initiative and respect and be open to other people's initiatives.		