

# Matices

MANY WAYS  
TO LEARN



Science, Natural Science  
and Social Science

Primary





## WHY MATICES?

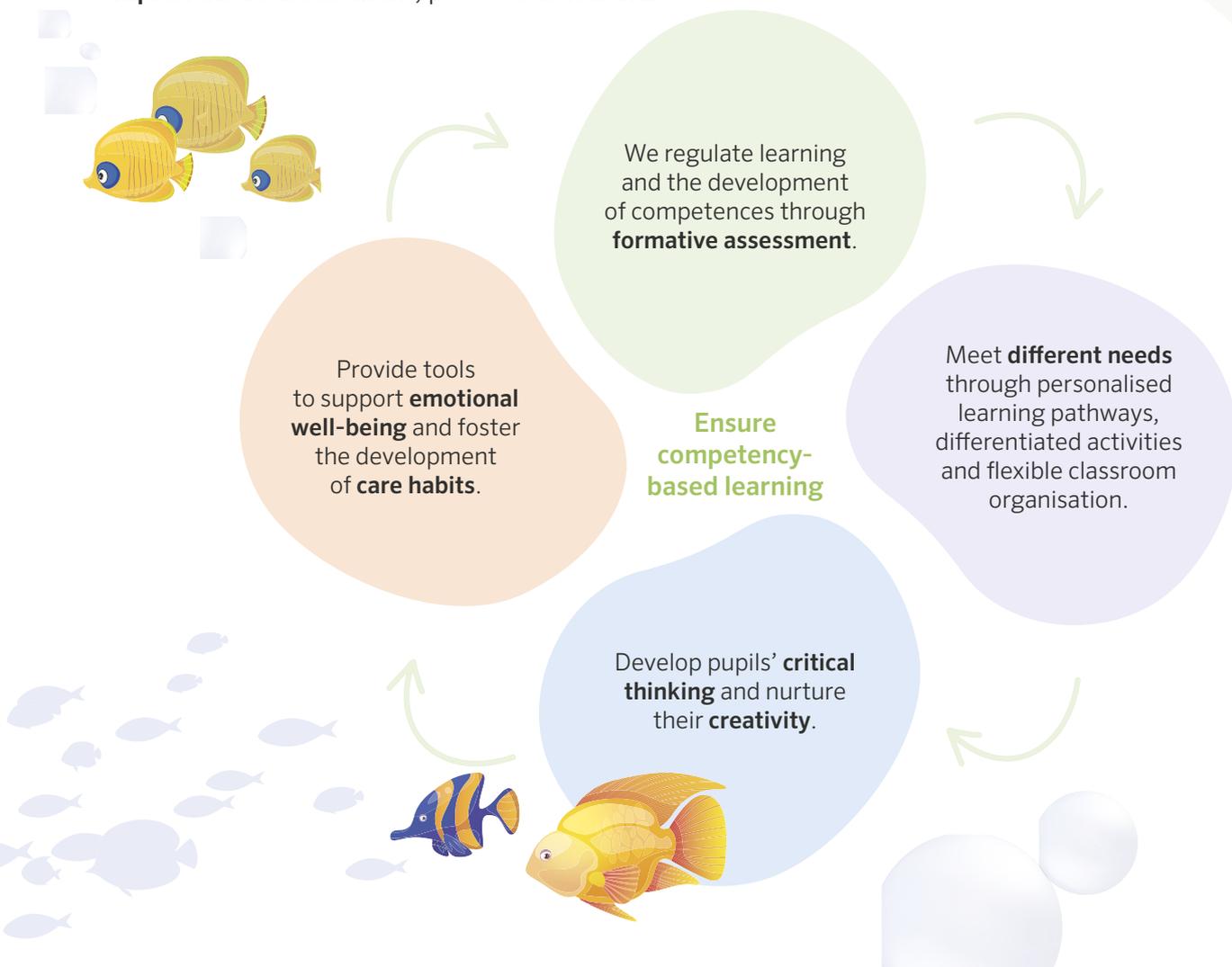
In every classroom, **pupils bring different backgrounds, learning rhythms and unique ways of learning**. Matices is designed to support teachers by offering a project that responds to pupils' **needs, reduces administrative workload**, provides **clarity** and enables **meaningful personalisation** of learning.

It includes tools and resources that support **comprehensive assessment**, promote **emotional**

**well-being**, and naturally develop **critical and creative thinking** within learning situations.

**Matices is an open, flexible project designed to support teachers: by making teaching simpler and learning more meaningful.**

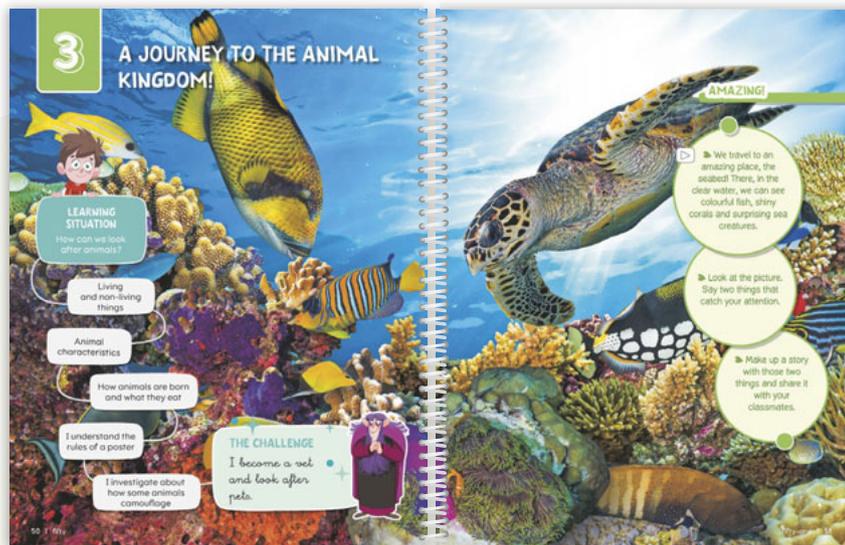
**Because we all learn in different way.**



# SCIENCE, NATURAL SCIENCE AND SOCIAL SCIENCE IN MATICES

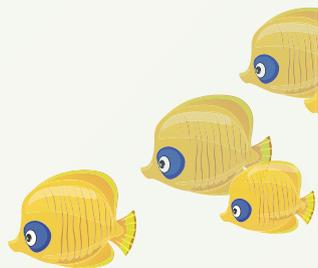
Through **Science, Natural Science & Social Science**, pupils explore the world around them through contextualised learning situations that combine observation, experimentation, analysis and critical thinking.

Through competency-based and dynamic activities, pupils develop the core knowledge for this stage, linking natural and social science content to their immediate surroundings.



## Contextualised learning situations.

Through practical and engaging activities, pupils develop key competencies and acquire the essential knowledge required in Key Stage 1.



**Knowledge** presented in a clear and structured way, with the main ideas highlighted. With competency-based activities linked to the world around pupils, encouraging exploration and critical thinking.

**I learn about the human body**

**1** **OUR BODY HAS MANY PARTS.**

HEAD  
TRUNK  
LIMBS

THE THREE MAIN PARTS OF THE HUMAN BODY ARE THE HEAD, THE TRUNK AND THE LIMBS.

**1** **LOOK AND COLOUR.**

HEAD  
TRUNK  
LIMBS

**2** **LISTEN AND NUMBER THE PARTS OF THE TRUNK.**

1. BACK  
2. TUMMY  
3. CHEST

**3** **WHICH PARTS OF THE BODY FORM THE LIMBS? TICK.**

ARM  
EAR  
FOOT  
NOSE  
HAND  
EYE  
LEG

• WHERE ARE THE OTHER PARTS OF THE BODY? UNDERLINE.

HEAD TRUNK

**4 FINDING OUR WAY**

Many years ago, ships travelled across seas and oceans without any device to guide them. They used the Sun during the day and the stars at night to find their way.

**What are the cardinal points?**

The **cardinal points** are the four directions that help us orientate ourselves: **north, south, east and west**. They are represented by the capital letters **N, S, E and W**.

On maps, the **compass rose** shows the four cardinal points. We find **north** at the top (**North Pole**) and **south** at the bottom (**South Pole**).

If we draw north and south with a line, to the **right is east**, where the Sun rises, and to the **left the west**, where the Sun sets.

**THIS HELPS ME TO** find my way in nature

If you ever need to find your way during a field trip, you can use the Sun, the Moon and the stars. By identifying one cardinal point, we can recognise the other.

**The North Star shows north** in the Northern Hemisphere.

**The Sun and the Moon rise in the east and set in the west.**

There are other methods to help us find our way in nature, like moss on tree trunks. Moss usually grows on the north side of the trunk, because that side gets less sunlight and is more humid.

• After what you have learned, which cardinal points is your house facing?

**Tools for finding our way**

The **compass, maps and the GPS** are three tools that help us find our way.

The needle of a **compass** is magnetised, so it always points **north**. If we use it together with a map, finding our location is very simple.

**GPS** stands for Global Positioning System and it is a very accurate location system. Almost all mobile phones have it. It is a system that uses **satellites** to locate a position and guide us. Today, this positioning system is an essential tool for **emergency services**. GPS helps to find missing people during earthquakes, floods and other emergencies.

**Activities**

**1** Define what the cardinal points are in your notebook. Draw them in a compass rose.

**2** Look at the drawing and identify the cardinal points according to the position of the North Star.

**3** Look at the map of the Pacific Ocean. Look at a map of the Pacific Ocean, which is where the largest rubbish islands are. What cardinal point is this ocean from your local area? Is it far? How do you think the waste from these rubbish islands got there?



**1 CHARACTERISTICS OF SPANISH LANDFORMS**

In this satellite picture, we can see that most of the Spanish territory is located on the Iberian Peninsula, in the south-west of Europe. Outside it there are the Balearic Islands in the Mediterranean Sea, the Canary Islands in the Atlantic Ocean, and Ceuta and Melilla in the north of Africa.

**What is the Landform of Spain Like?**

**Landform** refers to the different shapes found on the Earth's surface. It includes mountains, valleys and coasts. The Spanish landform stands out because of its **high average altitude**. With an average height of 660 m above sea level, Spain is the second-highest country in the European Union.

**IT HELPS ME TO** recognise the landforms when I travel around Spain

Knowing the physical map of Spain helps us to identify the landforms we see when we travel. Physical maps use different colours to show the altitude of a territory, measured in metres above sea level. Look at the map key.

**PHYSICAL MAP OF SPAIN**

• Which areas of the map have you visited? Talk about their landforms.

• Find the highest peak in Spain on the map. What colour represents the mountain ranges? How is a mountain different?

• Which mountains divide the Meseta into two parts? What colour represents the Meseta? Look at the map key and explain how we know it is a plateau. What colour represents the medium-altitude areas?



**Audiobook.** Includes the theory in audio format, providing additional support for listening comprehension and pronunciation.

We present the content using a **progressive approach** that supports pupils cognitive development.

In **Key Stage 1**, we present information in a clear and accessible way, using visual resources such as **images** or **infographics**. We evolve this approach further in Key Stage 2, enabling pupils to explore content in greater depth.

We also support English learning in this cycle through **audio resources** that help identify words, sounds and pronunciation, with **vocabulary cards** and **image galleries** that display vocabulary in a visual and accessible way.

**5 THE NATURAL LANDSCAPES OF SPAIN**

We live in a country of contrasts, with spectacular landscapes, from the green mountains of the north to the dry deserts and the volcanic landscapes of the Canary Islands. How many of them do you know?

**Landscapes of the northern peninsula**

- **Location:** the Cantabrian coast and Galicia.
- **Oceanic climate:** mild temperatures and frequent, abundant rainfall throughout the year.
- **Relief:** very mountainous, with coastal cliffs and hills.
- **Vegetation:** always green meadows and dense forests, with deciduous trees (oak, beech, chestnut, elm, hazel, etc.).

**Mountain Landscapes**

- **Location:** mountain ranges and mountain systems.
- **Mountain climate:** mountains have their own climate, as temperatures decrease when altitude increases reaching the summit.
- **Characteristics:** vegetation is arranged in layers according to altitude, as shown in the diagram. Depending on the climate of the area where the mountain is located, plant species may vary.

**Alpine meadow**

Altitude, metres

- 2000 Pine and fir trees
- 1000 Beech forest
- 500 Oak and horn oak
- 0

**Canary Landscapes**

- **Situation:** the Canary Islands, of volcanic origin.
- **Subtropical climate:** high temperatures all year round and low rainfall.
- **Relief:** the western islands are more mountainous and humid, while the eastern islands are flatter and drier, with areas of dunes and lava.
- **Vegetation:** very varied, with many species found only in the Canary Islands. The laurel forest stands out: a type of humid subtropical forest, dense and very lush.

**16**

**1 I learn about living things**

All living things have elements in common.

All living things are born, grow, reproduce and die. Living things interact with each other to survive.

**1** Is a stone a living thing? Tick and explain.  
 Yes  No

**2** Colour the living things.

**3** What do living things do? Match.

- die
- reproduce
- grow
- are born

**BE CURIOUS** People are living things. What happens if we have no air? What about water? And food?

**4** Look around you and write two examples.

Living things	Non-living things

**52 Why not**

collecting rubbish, setting rules for markets, looking after parks, and keeping people safe.

**local council** **mayor** **councillors**

The **local council** is the group of people who organise and run a local area. It is led by a **mayor**, with a team of **councillors**. Other council workers are also part of a local council.

The local council organises and runs the local council area.

**3** Listen to the song. What is the most important thing a local council should do? Share your ideas with your classmates and look for two answers in common.

**WAGGOLIVE!** When you use rubbish bins you help to keep your town cleaner.

Our final agreement is

**4** What can you do to improve the place where you live? Tick.

- Keep the streets clean.
- Organise a birthday party at my house.
- Playing chess with my family.
- Help in food collection.

**It is the government of a local council area.**

**It does public services.**

**3** The local council names streets and numbers houses and buildings. Ask an adult why it is important that this information exists. Write.

**16**

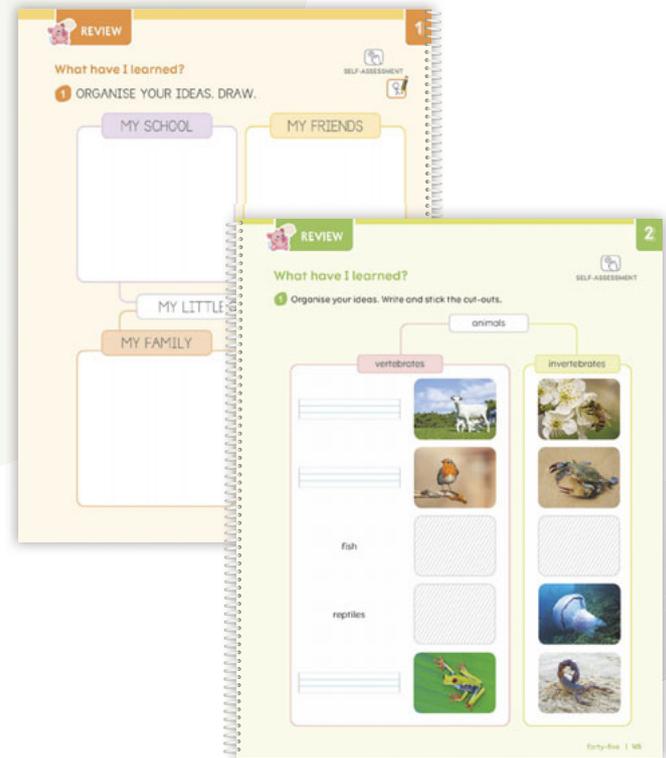
You will also find the section **Listen to the song** in each learning situation, with **songs linked to the topic being studied**, turning learning into a fun and motivating experience.

In **Key Stage 2**, we present content in a clear and structured way, integrating text and images to support understanding.



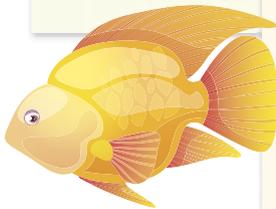
In **Key Stage 1**, we structure the Review of each learning situation in the sections **What have I learned?** and **How have I learned?**

It begins with a **graphic organiser** that helps pupils integrate and consolidate the knowledge they have learned.



In **Key Stage 2**, the review is organised into three sections: **Organise my ideas**, **What have I learned?** and **How have I learned?**

In addition to the review, we include an **audio activity** to assess listening skills.



# NATURAL SCIENCE AND SOCIAL SCIENCE

## Student material

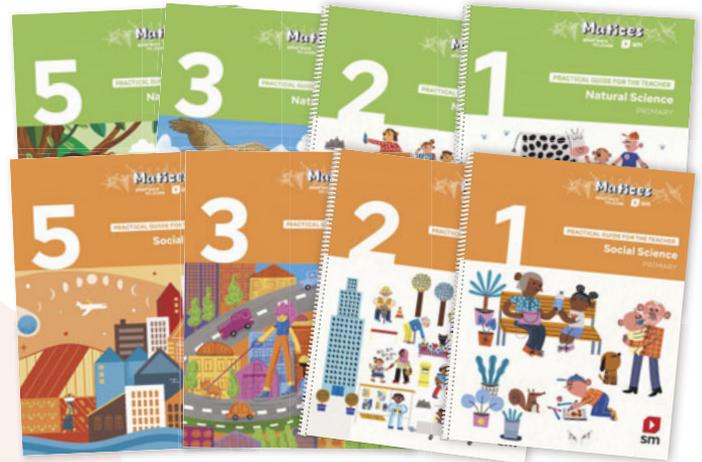
### Student's Book



## Teacher Material

### Practical guide for teachers

We provide suggestions for adapting and personalising learning situations based on pupils' needs and specific educational contexts.



## Classroom material

Materials and suggestions to support emotional well-being, oral expression and reading and writing through hands-on activities.



# SCIENCE

## Student material

### Student's Book



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Materials and suggestions to support emotional well-being, oral expression and reading and writing hands-on activities.



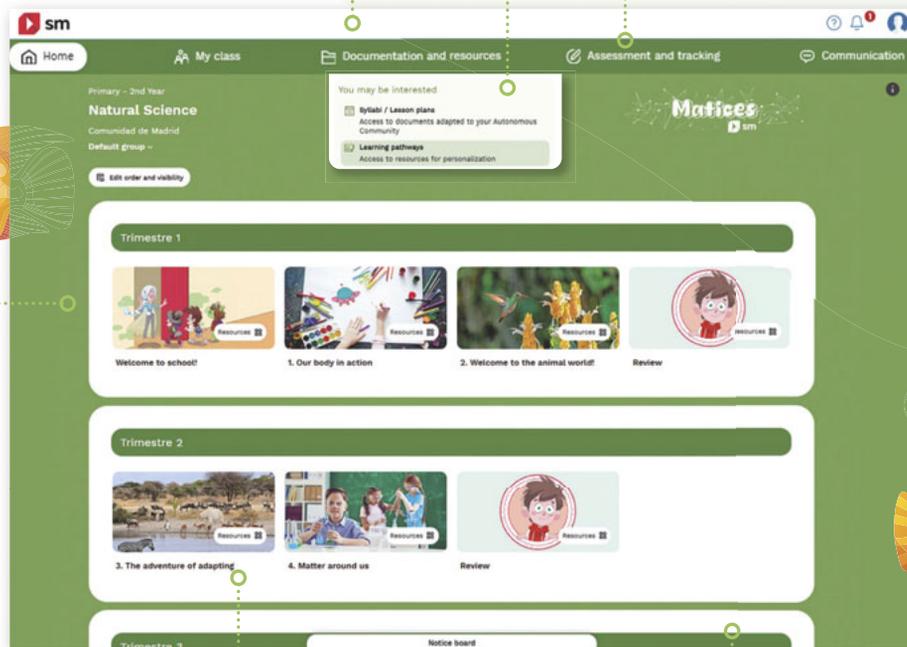
# THE DIGITAL LEARNING ENVIRONMENT

A platform designed to support lesson preparation, inclusive practice, classroom development and assessment.

Access to a **repository of ready-to-use materials** for: classroom planning, learning itineraries, assessment and diversity support proposals.

A wide range of prepared materials to **personalise learning and attend diversity** in the classroom.

**Simplify and Evaluate** with other tools and resources designed to support **assessment and monitoring**, and generate **competence reports**.



Access to learning situations with the option to **personalise** the learning sequence and decide what to display or hide from pupils.

Direct access to the **digital resources** of each learning situation.

**Digital book projection** with all resources and materials in context, featuring **enhanced tools** for more dynamic and effective presentations.

Matices is a rigorous project that supports learning and the development of competences, adapting to pupils' different abilities and ways of learning.

**Many ways to learn**



Find out more about Matices

## About us



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