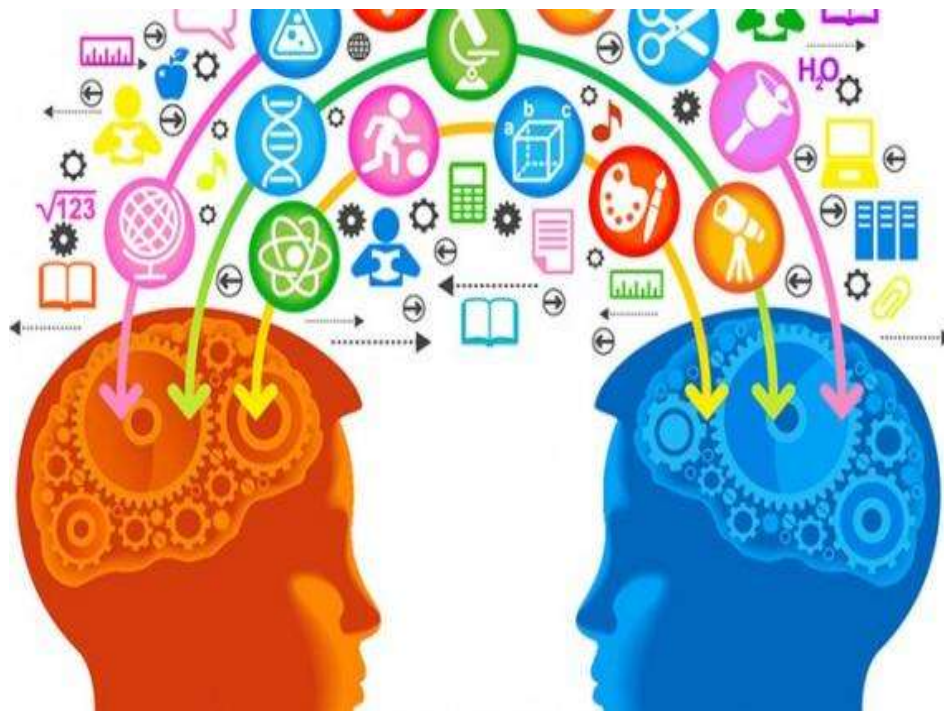


OBJETIVOS DE APRENDIZAJE SEGUNDO TRIMESTRE SEXTO GRADO 2025- 2026



Respetados padres de familia:

A continuación, encontrarán los objetivos de aprendizaje que sus hijos van a abordar en el segundo trimestre. Estos comunican al estudiante que **debe saber, entender y ser capaz de** hacer, en cada una de las asignaturas.





MATHEMATICS

NUMERACY VARIATION & PROBLEM SOLVING:

Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (linear with integer coefficients).

Understand term-to-term rules, and generate sequences from numerical and spatial patterns (linear and integers).

Understand and describe n th term rules algebraically (in the form $n \pm a$, $a \times n$ where a is a whole number).

Understand that a function is a relationship where each input has a single output. Generate outputs from a given function and identify inputs from a given output by considering inverse operations (linear and integers).

Estimate, multiply and divide integers including where one integer is negative. Understand lowest common multiple and highest common factor (numbers less than 100).

Round numbers to a given number of decimal places.

Recognise percentages of shapes and whole numbers, including percentages less than 1 or greater than 100.

Understand the relative size of quantities to compare and order decimals and fractions, using the symbols $=$, $\neq$, $>$ and $<$.

Estimate, add and subtract positive and negative numbers with the same or different number of decimal places.

Estimate, multiply and divide decimals by whole numbers.

GEOMETRY, MEASUREMENT & PROBLEM SOLVING:

Use knowledge of scaling to interpret maps and plans.

Use knowledge of 2D shapes and coordinates to find the distance between two coordinates that have the same x or y coordinate (without the aid of a grid).

Identify and describe the combination of properties that determine a specific 3D shape.

Derive and use a formula for the volume of a cube or cuboid. Use the formula to calculate the volume of compound shapes made from cuboids, in cubic metres (m^3), cubic centimetres (cm^3) and cubic millimetres (mm^3).



Visualise and represent front, side and top view of 3D shapes.

Use knowledge of area, and properties of cubes and cuboids to calculate their surface area.

Identify reflective symmetry and order of rotational symmetry of 2D shapes and patterns.

STATISTICS, PROBABILITY & PROBLEM SOLVING:

Use the language associated with probability and proportion to describe, compare, order and interpret the likelihood of outcomes.

Understand and explain that probabilities range from 0 to 1, and can be represented as proper fractions, decimals and percentages.

Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation:

- Venn and Carroll diagrams
- tally charts, frequency tables and two-way tables
- dual and compound bar charts
- waffle diagrams and pie charts
- frequency diagrams for continuous data
- line graphs
- scatter graphs
- Infographics.

Use knowledge of mode, median, mean and range to describe and summarise large data sets. Choose and explain which one is the most appropriate for the context.

Identify all the possible mutually exclusive outcomes of a single event, and recognise when they are equally likely to happen.

Understand how to find the theoretical probabilities of equally likely outcomes.

ENGLISH FOR A GLOBAL WORLD

READING

Deduce meaning from context, with little or no support, in short and extended texts.

Understand, with little or no support, most specific information and detail in short and extended texts.

WRITING



Express opinions, with support, and begin to develop arguments, supported by reasons, examples and evidence.

Generate ideas, plan, write, edit and proofread extended texts, with support.

LISTENING AND SPEAKING

Understand, with little or no support, specific information and detail of short and extended talk.

Use mostly accurate spoken language, with occasional mistakes, and begin to correct their own errors.

INQUIRY AND METACOGNITION

Select an appropriate method and conduct research to test predictions and begin to answer a research question.

Identify ideas and evidence from different perspectives within different sources, on a given issue.

LENGUA CASTELLANA

LITERATURA

- Definir los conceptos de mito y leyenda, identificando sus diferencias y similitudes.
- Analizar un mito o leyenda específico, explicando su función cultural y social para una comunidad.
- Definir los conceptos de mito y leyenda, identificando sus diferencias y similitudes.
- Reconocer las temáticas y motivos recurrentes de la ciencia ficción (viajes en el tiempo, futuros distópicos, tecnología avanzada, contacto extraterrestre).

PRODUCCIÓN TEXTUAL

- Planificar la estructura de un informe de laboratorio, desarrollar los pasos para redactarlo correctamente.
- Analizar cómo el uso de antónimos puede enriquecer la descripción de personajes o situaciones en un texto narrativo.
- Crear un organizador gráfico que muestre de manera visual y clara las relaciones de jerarquización entre las ideas principales y secundarias de un texto.



COMPRENSIÓN E INTERPRETACIÓN TEXTUAL:

- Interpretar el significado simbólico de elementos o eventos en un mito, una leyenda o una epopeya.
- Explicar la función del narrador en un texto y cómo su voz afecta la comprensión de la historia.
- Comparar las estructuras y temas de dos textos de géneros distintos, estableciendo sus similitudes y diferencias.
- Relacionar la intención comunicativa de un texto literario y uno no literario

COMUNICACIÓN

- Identificar la información que comunican los sellos postales (país, valor, conmemoración) más allá de su función de franqueo.
- Analizar cómo el diseño y las imágenes de una estampilla pueden transmitir un mensaje cultural, histórico o político.
- Reconocer los diferentes mensajes que transmite el vestuario (estatus social, profesión, identidad cultural, estado de ánimo) en la vida cotidiana.
- Interpretar el significado de la vestimenta en un contexto cultural específico, explicando cómo se convierte en un código de comunicación no verbal

SOCIAL STUDIES.

PENSAMIENTO SOCIAL

Identificar las principales características políticas, sociales, económicas, culturales y geográficas de algunas civilizaciones antiguas.

Reconocer las formas en las que algunas civilizaciones antiguas utilizaron su espacio geográfico particular desde perspectivas sociales, políticas, económicas y culturales.

Identificar los principales sistemas políticos y de pensamiento que influyeron en el desarrollo de algunas civilizaciones antiguas.

PENSAMIENTO SISTÉMICO

Comprender las formas en las que algunas civilizaciones antiguas se relacionaban en sus estructuras sociales internas.

Analizar cómo algunas civilizaciones antiguas satisfacían sus necesidades al producir, transformar y distribuir recursos, bienes y servicios según las características físicas de su espacio geográfico.



Comprender las formas en las que algunas civilizaciones antiguas se relacionaban entre ellas desde sus sistemas políticos y económicos.

MULTIPERSPECTIVISMO

Analizar las problemáticas y fenómenos sociales propios de las civilizaciones antiguas a partir de las perspectivas de diferentes actores sociales.

Comprender cómo las civilizaciones antiguas afrontaron las problemáticas sociales de su tiempo en relación con las características físicas de su espacio geográfico.

Analizar las principales ideas que estructuraban los sistemas políticos de las civilizaciones antiguas.

INVESTIGACIÓN SOCIAL

Organizar la información consultada sobre el problema contemporáneo relacionado con el ODS número 6 mediante el uso de herramientas de clasificación, discriminación y síntesis de la misma, en diálogo con algunos conceptos abordados en clase.

NATURAL SCIENCES

SCIENTIFIC ENQUIRY

Describe the strengths and limitations of a model.

Use symbols and formulae to represent scientific ideas.

Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding.

Collect and record sufficient observations and/or measurements in an appropriate form.
Describe the vibration of particles in a sound wave and explain why sound does not travel in a vacuum.

Explain echoes in terms of the reflection of sound waves.

Use a simple model to describe electricity as a flow of electrons around a circuit.

Describe electrical conductors as substances that allow electron flow and electrical insulators as substances that inhibit electron flow.

Know how to measure the current in series circuits.

Describe how adding components into a series circuit can affect the current (limited to addition of cells and lamps).



Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps, buzzers and ammeters.

BIOLOGICAL PROCESSES

Describe the seven characteristics of living organisms.

Explain the main characteristics of animals.

Discuss reasons for classifying viruses as living or non-living.

Describe a species as a group of organisms that can reproduce to produce fertile offspring.

Use and construct dichotomous keys to classify species and groups of related organisms.

Compare organisms in taxonomical groups depending on their cellular characteristics.

Highlight the presence of the same organic molecules in varied taxonomical groups.

PHYSICO-CHEMICAL PROCESSES

Understand that all substances have chemical properties and physical properties.

Recognize the difference between chemical and physical properties in order to understand how chemical and physical changes occur.

Describe common differences between metals and non-metals, referring to their physical properties.

Understand that alloys are mixtures that have different chemical and physical properties from the constituent substances.

Use the particle model to explain the difference in hardness between pure metals and their alloys.

Understand that the acidity or alkalinity of a substance is a chemical property and is measured by pH.

Use indicators (including Universal Indicator and litmus) to distinguish between acidic, alkaline and neutral solutions.

Use tests to identify hydrogen, carbon dioxide and oxygen gases.

TECHNOLOGY

UNDERSTANDING OF THE WORLD:

- Identify how technological design responds to bodily and social needs, recognizing body diversity and principles of inclusive design.
- Contrast assumptions about an ideal user with real user data from the school community, analysing how design choices can promote care, inclusion, and empathy.

ICT TOOLS AND CODING

- Plan and conduct simple user research: design digital forms/surveys, collect data with privacy and consent, and organize results in tables and basic charts (e.g., Excel/Sheets).
- Interpret data to inform design decisions and maintain clear written and visual documentation of the process.

DESIGN AND CREATIVITY DEVELOPING THINKING SKILLS:

- Represent and plan solutions using orthographic and isometric views, and define an ideal user profile with relevant physical and contextual attributes.
- Design and prototype a body-related object; test fit and function with real users and refine it using ergonomic, functional, and expressive criteria.

EDUCACIÓN FÍSICA

DESARROLLO FÍSICO MOTRIZ Y UBICACIÓN TEMPORO-ESPACIAL.

- Realiza pruebas para explorar sus capacidades condicionales.
- Ejecuta de manera consciente, la regulación del movimiento en ejercicios de coordinación viso manual y viso pédica.
- Realiza acciones motrices propias de los deportes en conjunto.(casas)
- Desarrolla y aplica correctamente los fundamentos técnicos básicos de cada deporte en situación de juego. (sports)

FORMACIÓN Y REALIZACIÓN DE LA TÉCNICA.

- Implementa específicamente resistencia. Implementa específicamente fuerza.
- Emplea tiempo y espacio para regular movimientos viso manuales y visopédicos.
- Aplica fundamentos técnicos en actividades lúdico deportivas colectivas. (casas)
- Regula ejercicios propios de deportes específicos.(sports)



FUNDAMENTACIÓN TEÓRICA DISCIPLINAR.

Interpreta de manera consciente los resultados obtenidos, para implementar rutinas asociadas que le contribuyan a mejorar.

Resuelve dificultades que puede encontrar en la regulación de movimientos propios de manipulación y pateo.

Participa activamente de las actividades de intercasas o deportivas demostrando sana competencia y gran espíritu deportivo. (casas)

Identifica y utiliza las diferentes habilidades y destrezas físicas, implementándolas en las actividades lúdico – deportivas, con el fin de generar espacios de autocontrol y auto exigencia. (sports)

EDUCACIÓN SOCIOEMOCIONAL

INTELIGENCIA EMOCIONAL

Reconoce sus emociones ante situaciones de diversidad e injusticia, y reflexiona sobre sus reacciones.

Aplica estrategias de regulación emocional en contextos de interacción social.

Comprende el impacto de sus palabras y acciones en la salud emocional de los demás.



MUSIC (CHOIR)

APPRECIATION

Respond to basic conducting gestures.

Follow the music dynamics according to the objective.

SKILLS

Perform listening activities such as responding to pitch, rhythm, diction, voice types, dynamics, and interpretation.

Use active listening to contribute to the ensemble's tone colour and dynamic contrast.

EXPRESSION

Apply concepts of tone production to appropriate repertoire in small and larger ensembles, unison and two-part.

Demonstrate ensemble skills by blending, balancing, and adjusting vocal tone to match the group in unison and two-part singing.

MUSIC (INSTRUMENTAL)

APPRECIATION

Reconoce y valora manifestaciones artísticas de su entorno.

Identifica elementos básicos del lenguaje visual y sonoro.

ART SKILLS

Desarrolla coordinación y control técnico en el uso de materiales o instrumentos.

Combina técnicas simples con creatividad.

EXPRESSION

Manifiesta emociones e ideas a través del arte.

Participa con disposición en actividades grupales.

THEATER

APPRECIATION

Reflect on personal strengths and areas for improvement in theatrical practice.



Recognize the role of design elements in enhancing a dramatic production.

SKILLS

Explore physical and vocal limitations and value error as a creative resource.

Engage with dramatic texts through reading and writing exercises

EXPRESSION

Differentiate between physical activity and purposeful action on stage.

Interpret character objectives through performance.

Explore emotional and physical expression to overcome communication obstacles.

Practice acting techniques focused on character creation and emotional authenticity.

DANCING

APPRECIATION

Apply basic dance theory concepts to analyse and evaluate the composition and meaning of a choreography.

Develop the ability to express oneself critically about the art of dance and respect others' opinions and perspectives.

Appreciate and value own artistic work and that of others.

SKILLS

Integrate the use of space, rhythm, and musicality in the execution of simple choreographies.

Explore and experiment with improvisation and the creation of original movements within the context of dance.

Participate in more elaborate choreographic creation projects and present them in public.

EXPRESSION

Explore and apply different styles and themes in the creation of group and individual choreographies.

Develop the ability to work collaboratively with classmates to create joint choreographies and performances.

Reflect on the creative and artistic process and use feedback to improve and enrich interpretations and choreographies.



ARTS

APPRECIATION

Actively participates in artistic experiences, giving value to own and shared ideas that strengthen individual and collective development.

Understands and applies methods of visual appreciation in the description and meaning of some visual art referents between art and society.

Recognizes contemporary Colombian artists, their work and influences.

Understands the three different forms of artistic research (research about arts, research for arts or research within the arts) and carries out an artistic investigation project.

Is able to identify different ways in which art has been understood throughout history.

ART SKILLS

Uses Consolidates a specific technique to develop advanced skills in plastic arts according to significant, pleasure and emotional statements.

Consolidates and applies artistic techniques of plastic and visual arts in painting and sculpture.

Applies a specific technique learned along the year in an original and functional group creation focused on the scenography of the cultural show.

EXPRESSION

Explores arts as a way of problematizing their personal and social context.

Consolidates and develops visual thinking skills that allow a critical lecture of themselves and their environment through art.