Learning situation

True True's Mission: Discovering the Solar System

Stage: First Cycle **Educational level:** Year 2 of Primary

Curricular areas: Social Sciences, Natural Sciences and Arts and Crafts

Timing: Second Term

Number of lessons: 7 sessions, each 45 minutes long.

Introduction

This learning situation is designed to be delivered across the curriculum in the areas of Social Sciences and Art Education, focusing on the different planets in the Solar System, satellites such as the Moon, and the Earth's movements (rotation and orbit).

Pupils will help True True, a space robot, to find its spaceship and return to its home planet.

Throughout this learning situation, pupils will learn to:

- Use basic programming commands with the True True robot
- Identify the planets in the Solar System and their main characteristics
- Understand sequential logic
- Encourage teamwork and collaboration
- Grasp basic concepts of distance, movement, and space

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Guidance

Decree 61/2022, 13 July, from the Community of Madrid, which sets out the curriculum and organisation for Primary Education.

General Stage Aims

This learning situation is based on the following general objectives from Article 5 of Decree 61/2022, contributing to the overall development of the child:

b) Develop habits of individual and group work, perseverance, and responsibility in studying, as well as attitudes of self-confidence, critical thinking, personal initiative, curiosity, interest, creativity, and an entrepreneurial spirit.

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h) Understand the fundamental aspects of Natural Sciences, Social Sciences, Geography, History, and Culture.

i) Develop basic technological skills and begin to use them in learning, fostering a critical attitude towards how technologies work and the messages they transmit and produce.

j) Use various artistic representations and expressions and begin to create visual and audiovisual projects.

m) Develop emotional awareness across all areas of their personality and social relationships, promoting an attitude against violence, prejudice, and stereotypes of any kind.

Specific Goals

- Identify the planets in the Solar System
- Understand the movements of rotation and orbit and their effects
- Recognise the phases of the Moon
- Develop basic programming skills using True True
- Use logical thinking and problem-solving strategies

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Specific Competence	Assessment Criteria	Core Knowledge	
		Learning Blocks	**Knowledge, Skills and Attitudes**
Subject: Natural Sciences Specific Competency 3: Solve problems through design projects and the application of computational thinking, generating new products based on needs.	Subject: Natural Sciences Assessment Criterion 3.3: Show interest in computational thinking, participating in the guided resolution of simple programming problems.	Design projects and computational thinking.	Introduction to programming using analogue or digital tools adapted to the pupils' reading level (unplugged activities, beginner digital programming platforms, educational robotics). Basic teamwork strategies.
Subject : Artistic Education Specific Competence (No. 3): To express and communicate ideas, feelings, and emotions creatively, experimenting with the possibilities of sound, image, the body, and digital media in order to produce original works.	Subject: Artistic Education. 3.1. To produce original works in a guided manner, using some of the artistic possibilities of the body (gesture and movement), sound, image, and basic digital media, and showing confidence in one's own abilities, including dance, theatre, music, painting...	Reception and analysis	Reception and appreciation of artistic works.

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Subject: Social Sciences Specific Competence (No. 1): To identify the characteristics of the different elements or systems of the environment, analysing their organisation and properties and establishing relationships between them, in order to recognise the value of cultural and natural heritage, preserve it and contribute to its improvement. Specific Competence (No. 3): To observe, understand and interpret continuities and changes in the environment, analysing relationships of causality, simultaneity and succession, in order to explain and assess the connections between different elements and events.	Subject: Social Sciences 1.2. To recognise simple and direct connections between different elements of the environment through observation, handling and experimentation. 3.1. To sequence events from the immediate environment using basic notions of measurement and succession.	Societies and territories: challenges of the modern world.	The Earth in the universe. Elements, movements and dynamics related to the Earth and the universe, and their consequences in daily life and the environment. Time sequences and seasonal changes.
Subject: Mathematics Specific Competence (No. 2): Solve problem-based situations by applying different techniques, strategies and forms of	Subject: Mathematics 2.1. Use some appropriate strategies to solve problems. 4.1. Describe simple everyday routines	Numbers and operations. Operations	Mental calculation strategies for addition and subtraction with natural numbers up to 999.

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reasoning, in order to explore various approaches, find solutions, and ensure their validity from both a formal perspective and in relation to the context presented. Specific Competence (No. 4): Use computational thinking by organising data, breaking problems down into parts, recognising patterns, generalising and interpreting, as well as modifying and creating algorithms in a guided manner to model and automate everyday situations.	and activities that are carried out step by step, using basic principles of computational thinking in a guided way.	Algebra. Computational thinking	Strategies for interpreting simple algorithms (routines, instructions with ordered steps…).
Subject: Robotics and Technology Specific competence (no. 1): Use computational thinking to solve problems by generating a creative and original product that responds to each of the proposed challenges or those generated through observing the environment.	Subject: Robotics and Technology 1.2. Carry out a set of systematic operations or algorithms that follow a previously established pattern to ensure the correct functioning of the programme.	Computational thinking.	Stages of computational thinking: breaking down a task into simpler parts, recognising patterns, and creating simple algorithms to solve the problem.

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Methodology

This learning situation uses a range of teaching methods to create a dynamic and effective learning environment. These methods are chosen to actively engage students and promote meaningful learning:

- **Challenge-Based Learning (CBL):** Pupils are presented with challenges to solve, resulting in a final product. This method encourages critical thinking, creativity, and problem-solving by applying knowledge to overcome specific challenges.
- **Peer Tutoring:** Mixed-ability pupils work together to complete tasks. This approach promotes collaboration and allows students to benefit from each other's strengths.
- **Cooperative Learning:** Pupils work in small teams to achieve shared goals. Each member has a specific role, encouraging positive interdependence, individual accountability, and social skills.
- **Gamification:** Game elements such as points, levels, rewards, and challenges are introduced to make learning more engaging and enjoyable.
- **Design Thinking:** A creative problem-solving process involving empathy, defining the problem, ideation, prototyping, and testing. This approach fosters innovation and critical thinking.

Grouping

Different groupings are used throughout the learning situation:

1. **Small Group:** Teams of 3 to 6 pupils work on specific tasks, promoting communication, cooperation, and social skills.
2. **Whole Class:** Everyone participates in joint activities such as discussions and reflection, encouraging class-wide participation.
3. **Cooperative Groups:** Pupils take on assigned roles to complete a shared task, supporting responsibility and teamwork.
4. **Individual:** Pupils work independently for evaluations or self-check activities, promoting autonomy and confidence.

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Space

The following spaces will be used:

- Classroom equipped with an interactive whiteboard.

Resources

Human	Materials	Digital
Teachers: Teachers and educators who guide and facilitate the learning **Students:** Pupils learning collaboratively with classmates	**Educational materials:** programming boards for True True, maps, planet and satellite cards, costume design templates for True True. **Technology:** - Projector, digital whiteboard. - True True robot kits.	**Online resources:** Presentations on Canva.

Assessment

To properly assess the Learning Situation, evaluation procedures, activities and tools have been established that accurately reflect the objectives and competencies set out. The assessment process not only measures students' progress and achievements, but also provides valuable information for adjusting and improving the teaching process. The following outlines the key aspects.

Procedures	Assessment	Assessment

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	Activities	Tools
Questionnaires	Debate	Checklists
Direct observation	Roundtable discussion	Rubrics
Oral exchanges	Presentation video	Tick lists
Student productions	Digital file submission	Rating scales
Self-assessment	Daily participation	Self-assessment traffic lights
Peer assessment	Group assemblies and sharing sessions	Questionnaires
	Written tests	Evaluation charts
	Practical activities	Class diaries
		Anecdotal records
		Portfolios
		Exercise books

Teacher's Assessment

Observable Items: The teacher defines observable indicators for each activity in order to actively analyse the dynamics generated in the classroom:

- Actively participates in solving small programming challenges.
- Uses basic digital tools creatively and confidently.
- Establishes simple connections between elements in the environment through observation and manipulation.
- Correctly sequences events using basic notions of measurement and succession.
- Tries out different solutions and corrects errors during the process.

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- Describes step-by-step how they programmed the True True robot using programming cards.
- Creates a sequence of instructions following a set pattern to ensure the robot functions correctly.

Teacher's Rubric for Assessment

Assessment Criterion	Excellent	Satisfactory	Improvable	Need to improve
Shows interest in computational thinking, participating in the guided resolution of simple programming problems.	Participates with great interest and autonomy. (1)	Participates actively with occasional support. (0.75)	Participates with constant assistance. (0.5)	Shows little interest and needs continuous guidance. (0.25)
Produces original work using the body, sound, image, and digital media in a guided manner.	Creates original productions with confidence. (1)	Expresses creatively with guided support. (0.75)	Expresses with difficulty and needs ongoing help. (0.5)	Shows difficulty in creating and needs significant guidance. (0.25)
Recognises simple connections between elements of the environment through observation and experimentation.	Identifies connections independently. (1)	Recognises some relationships with occasional support. (0.75)	Identifies connections with constant support. (0.5)	Is unable to identify connections. (0.25)
Orders events	Accurately	Sequences	Sequences	Is unable to

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from the immediate environment using basic concepts of measurement and sequence.	sequences temporal events. (1)	simple events with some support. (0.75)	with difficulty and ongoing support. (0.5)	order events temporally. (0.25)
Employs appropriate strategies in problem-solving.	Applies strategies effectively and creatively. (1)	Applies strategies with some autonomy. (0.75)	Applies a few strategies with support. (0.5)	Does not apply strategies or needs significant help. (0.25)
Describes everyday routines and activities step by step using basic principles of computational thinking.	Describes sequences with logic and clarity. (1)	Describes clearly with guidance. (0.75)	Describes some steps with difficulty. (0.5)	Is unable to describe the steps. (0.25)
Carries out a set of operations or algorithms that follow a fixed pattern to ensure the programme works correctly.	Creates and executes sequences independently. (1)	Follows guided patterns correctly. (0.75)	Executes sequences with ongoing help. (0.5)	Does not follow the pattern or needs significant guidance. (0.25)

Student Assessment

Individual Test: At the end of the activity, students will complete a test to assess the level of knowledge acquired throughout the session.

Individual Self-Assessment: Students will be encouraged to reflect on their own

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learning and progress.

Assessment Rubric: A continuous assessment process will be carried out using a rubric throughout the entire learning situation.

Final Challenge and Effort Certificate: Once the final objective is achieved, students will receive a certificate of effort as recognition of their work.

Activities

Number of lesson	**1**
Timing	45 minutes.
Type of Activity	Whole class and small group work Subject: Robotics and Technology / Natural Sciences
Description	**Introduction:** True True and its story are introduced. The teacher engages students by asking which planet we are on and whether they can help find the robot's spaceship. **Explanation of programming:** It is explained that robots do not think for themselves and need instructions to move. The programming cards are presented (forward, backward, turn right/left, start and end). Students are told that True True "eats cards" because the instructions will be inserted into its mouth. **Unplugged starter game:** One student plays the role of True True while a group of classmates programmes them using A5-sized cards, guiding them from the board to their seat. **Challenge 1 – Spaceship board:** Help True True return to its spaceship. The board is displayed showing True True and the spaceship (choose level 1, 2 or 3 depending on the class's characteristics). It is explained how to programme True True with a simple

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	sequence of instructions, without touching or moving the robot by hand. Each team receives a spaceship board, one True True robot and a set of movement cards. They must programme the robot to reach the spaceship. Teams that complete the challenge successfully unlock special commands, which will serve as a reward to help with the final mission in the last session of the learning unit. **Closure:** A group reflection is carried out: • How did we help True True reach its spaceship? • What did we do when something didn't work? Students turn off the robots and tidy up the materials. True True thanks them for their help and promises to return in future visits.
Resources	Session 1 presentation. Unplugged activity cards. Challenge 1 boards.

Number of lesson	**2**
Timing	45 minutes.
Type of Activity	Whole class and cooperative groups Subject: Social Sciences
Description	**Introduction:** True True has reached space, but it needs our help to explore the planets. The session begins with an interactive presentation about the Solar System, showing the names, features and positions of the planets in relation to the Sun.

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Participation is encouraged through questions such as:

- How many planets do you know?

Cooperative role assignment:

Before programming True True, the cooperative roles that each team will take on are introduced:

- **Programmer:** Organises the movement cards for True True.
- **Checker:** Makes sure the sequence is correct before execution.
- **Tester:** Verifies whether the programming works correctly.
- **Uploader:** Inserts the cards into the robot so it can run the programme.

Each team receives cards with the roles, and they are assigned within the group. The importance of all roles for the mission's success is reinforced.

Challenge 2 – Planets board: Help True True return to its home planet
True True has lost its way and needs to find its home planet. On a special board with various planets illustrated, teams must programme the robot to reach the home planet indicated in their mission.
A clear sequence is established using the movement cards. If teams manage to guide True True to its planet, they will unlock commands for the final mission.

Challenge 3 – Stars board: Collect as many stars as possible and take them to the spaceship
Space is filled with floating stars, and True True wants to collect them and bring them back to its ship.

On a new board with scattered stars, teams programme True True to pass over as many stars as possible before returning to the ship.
Each star collected scores points for the team.
Strategic thinking is encouraged, as teams must decide on the best route to maximise their collection.

Closure:

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	A group reflection is carried out: • What have we learned today about the planets? • What difficulties did we encounter while programming True True? • How did we organise ourselves as a team? Students turn off the robots and tidy up the materials. True True thanks them for their help and promises more space missions in the future.
Resources	Session 2 presentation. Planet cards. True True home planet mission cards. Challenge 2 boards. Challenge 3 boards.

Number of lesson	**3**
Timing	45 minutes.
Type of Activity	Whole class and cooperative groups. Subject: Social Sciences
Description	**Introduction:** Today, we are going to discover why the Moon changes shape every night using the True True robot. Participation is encouraged with questions such as: • Do we always see the Moon the same in the sky? • What shapes have you seen the Moon in? We show images of the lunar phases: new moon, waxing crescent, full moon, and waning moon. It is explained that the phases are caused by how the Sun's

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	light shines on the Moon as it orbits the Earth. **Division of cooperative roles:** We remind the pupils of the cooperative roles used when working with True True, and assign them within each group. **Challenge 4 – A4 Moon board: Help True True travel through the lunar phases** On the Moon board (grid format), the pupils must programme the robot to visit the lunar phases in the correct order. Clear programming is carried out using the movement cards. As True True moves, the pupil must say aloud the lunar phase it lands on. **Challenge 5 – A3 Moon board: Simulate the lunar orbit with True True** True True will travel across the board representing the Moon's orbit around the Earth. We programme True True in line-following mode so that it travels along the ellipse representing the Moon's path. A torch can be used to simulate the Sun, allowing pupils to observe how True True is illuminated during each phase. We encourage observation with questions such as: • At what point does True True pass through the full moon? • Where is it during the last quarter? • How does the light change in each phase? **Closing:** A group reflection is held: • Which lunar phase was the easiest for you to identify? • How did True True help you to better understand the lunar cycle? • Why does the Moon always appear to change shape in the sky? Pupils turn off the robots and tidy away the materials. True True thanks them for their help and promises more space

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	missions to come.
Resources	Session 3 presentation. Planet cards. True True's planet of origin cards. Challenge 2 boards. Challenge 3 boards.

Number of lesson	**4**
Timing	45 minutes.
Type of Activity	Whole class and cooperative groups. Subjects : Social Sciences. Artistic Education.
Description	**Introduction**: In this Art Education activity, pupils will have the opportunity to develop their creativity and visual expression by designing a costume for True True. Through design and decoration, they will enhance their creativity, fine motor skills, and imagination, combining art and technology in a fun and engaging way. **Development**: A template with the silhouette of True True is provided as the base for designing the costume. The teacher explains how to adapt materials to the robot without interfering with its movement. Pupils choose a Solar System element for True True to represent: the Sun, any planet, the Moon, a galaxy, or even an astronaut. They cut out and adapt the costume to fit the shape of the robot, ensuring that the sensors remain uncovered so it can move freely.

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	Closing: Each pupil presents their costume while the rest of the class tries to identify which Solar System element it represents.
Resources	Session 4 presentation Costume template Colouring crayons, felt-tip pens, scissors and adhesive tape.

Number of lesson	**5**
Timing	45 minutes.
Type of Activity	Whole class and cooperative groups or couples. Subject: Social Sciences.
Description	**Activity context:** True True has travelled across many planets, but now wants to get to know us better. As it approaches Earth, it notices that it is daytime on one side of the planet while it is night-time on the other. What a curious mystery! To help True True understand this phenomenon, we will explore the Earth's rotation through an unplugged activity where we will read, observe, play, and create our own representations of day and night. **Introduction (Rotation Sheet 1):** The journey begins with a key question: why do we have day and night on Earth? Through a short reading, we will learn that the Earth rotates on its axis, taking 24 hours to complete one full turn. This rotation causes one side of the planet to receive sunlight while the other remains in darkness. **Development (Rotation Sheet 2):** To consolidate this knowledge, we will complete an activity in which we identify what elements are visible during the day and which ones appear at night. Then, using the game “TRUE TRUE”, we will simulate the

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	Earth's rotation and write down the commands used to represent this movement. **Closing:** Finally, pupils will draw the commands they used to programme True True. If teams/pairs successfully complete the challenges proposed in this session, they will unlock new commands for the final mission.
Resources	True True robot (one per pair/team) Command cards Rotation Sheet 1 (session presentation) Rotation Sheet 2 (main session activities)

Number of lesson	**6**
Timing	45 minutos.
Type of Activity	Whole class and cooperative groups. Subject: Social Sciences.
Description	**Activity Context:** True True is a curious space traveller who has been exploring the Solar System. However, it still doesn't quite understand how the planets move around the Sun. To help it reach our planet at the right moment, we will embark on a journey with True True to discover the Earth's revolution around the Sun and how it affects the seasons of the year. **Introduction (Translation Sheet 1):** Through an unplugged activity, without the need for electronic devices, we will use reading comprehension and the drawing of the Earth's path to understand this astronomical phenomenon in a dynamic and engaging way. Pupils will also be encouraged to identify, orally, the typical features of each season of the year. **Development (Translation Sheet 2):**

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	As True True begins its journey, it will first observe the Earth's orbit and discover that the Earth takes 365 days and 6 hours to complete one revolution around the Sun, which causes the changing of the seasons. Then, using their TRUE TRUE robots, pupils will simulate (in pairs or teams) the Earth's movement around the Sun. We will identify the months in which the seasons change and write them down so that True True can record them using the corresponding commands. **Closing:** Finally, we will reflect together: what would happen if the Earth didn't have this movement? What would the seasons be like on other planets? With these questions, we will bring True True's journey through the Solar System to a close. If the teams/pairs successfully complete the challenges proposed in this session, they will unlock new commands for the final mission.
Resources	True True robot (one per pair/team) Command cards Translation Sheet 1 (session presentation) Translation Sheet 2 (main session activities)

Number of lesson	**7**
Timing	45 minutes.
Type of Activity	Assessment. Subjects: Robotics and Technology/ Natural Sciences/ Mathematics/ Social Sciences
Description	**Context:** True True has travelled through space and, thanks to the previous missions, has gathered key clues to return to its home planet. Today, the teams must decode the final route

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	using the commands they have obtained, and thus celebrate the success of True True's mission. **Introduction:** **Recap and Final Mission:** The rewards collected in previous sessions are presented: directional arrows that indicate parts of the route. The final challenge is introduced: to discover the full path. **Team Strategy:** Pupils work together to arrange the commands in the correct sequence. They face small challenges to gain additional clues. **Testing and Adjustments:** They execute the sequence on the grid/board. If True True goes off course, they review the code and correct any errors. **Development:** **Assessment Activity:** Each pupil completes a test in which they demonstrate their understanding of True True's route, the Solar System, and the Earth's movements, covering all subject areas from the project. **Closing:** **Final Route Reveal and Closing:** Once the objective is achieved, pupils compare their solution to the official map. The "Space Explorer" badge is awarded, and True True sends a message of thanks from its home planet. If the teams/pairs successfully complete the challenges in this session, they will unlock new commands for the final mission. In addition, by completing the mission and the assessment, pupils receive their "Space Explorer" badge as a reward for their effort.
Resources	True True sequence command cards (rewards collected for the final challenge). Final activity sheet. Evaluation test. True True robot device.

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	True True command cards.

Cater for diversity

As a teacher committed to inclusion and the success of all students, it is essential to adapt tasks and activities to address the diversity within the classroom. Following the principles of **Universal Design for Learning (UDL)**, flexible and personalised strategies can be implemented to meet the individual needs of each pupil.

Below are the guidelines and measures that will be applied to promote an inclusive and effective learning environment:

- **Seating or grouping of students in the classroom**: Groupings are heterogeneous, and cooperative roles are used to foster pupil autonomy.
- **Reconsideration of rubric items for assessment**: The assessment rubric is adapted to include specific criteria tailored to the needs of the students.
- **Variation in the weighting of assessment criteria**: Grading criteria are adjusted according to individual abilities.
- **Reinforcement of basic knowledge**: The materials provided are easily adaptable to the particular characteristics of different pupil groups.
- **Adjustment of the level of demand for basic knowledge**: Expectations are adapted according to individual abilities to facilitate learning. Both in classroom activities and in assessment tests, tasks with varying levels of difficulty are proposed.

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