

COURSE PLANS

UNIT 1.

1. BASIS

The contents covered in this unit are the parts of the body, the parts of the face, the joints and the senses. Pupils also learn how to perceive their own feelings and those of others and how to express them through gestures.

September October

2. METHODOLOGY

As the pupils work through the unit they will be able to know and respect people's physical differences; know and name the external parts of the body and parts of the face; know the names of some bones and joints, where they are in the body and how they move; know the names of the five senses and their organs; recognise and discriminate different shapes, sounds, tastes, smells and textures.

CONTENTS	EVALUATION CRITERIA	LEARNING STANDARDS
<ul style="list-style-type: none"> • Knowledge and respect for individual differences in people, accepting their limitations and possibilities. • Characteristics of external parts of the body. • Use appropriate and accurate vocabulary for the parts of the body and face. • Knowledge and location of parts of the face. • Characteristics of the joints and their location in the body. • Recognise how the joints enable the body to move. • Identification of the senses and their organs. • Use of information to identify and classify smells. • Knowledge and classification of flavours and their relation to different foods. • Classification of the different sounds in their immediate environment. • Knowledge of the characteristics of the sense of sight. Discrimination and classification of objects by shape, colour and size. • Knowledge of the characteristics of the sense of touch. 	1. Know and respect people's physical differences.	1.1. Identify and respect the individual characteristics of people.
	2. Know and name the external parts of the body.	2.1. Identify and name the external parts of the body. 2.2. Classify the parts of the body and link them to the head, trunk and limbs.
	3. Recognise and name the parts of the face.	3.1. Identify and name the parts of the face. 3.2. Identify the physical characteristics of their own body.
	4. Know the names of the joints, where they are in the body and how they move.	4.1. Name the joints of the body. 4.2. Recognise the movements that each joint can make. 4.3. Match the name of each joint to its location in the body. 4.4. Interpret information found in images.
	5. Know the names of the five senses and their organs.	5.1. Differentiate the senses from the organs. 5.2. Match each sense with its corresponding organ. 5.3. Perform direct observation through the senses.
	6. Identify things that smell.	6.1. Identify things that smell.
	7. Identify things we can taste.	7.1. Identify things we can taste.
	8. Identify different sounds, using different criteria.	8.1. Recognise different sounds that we can hear at a zoo.

	9. Recognise the characteristics of the sense of sight.	9.1. Recognise the characteristics of the sense of sight.
	10. Recognise the characteristics of the sense of touch.	10.1. Discriminate objects we can touch at school.

3. COMPETENCIES

COMPETENCIES	CONTENTS AND ACTIVITIES BY COMPETENCY
Linguistic competency.	<p>Grasping the meaning of oral expressions: orders, explanations, instructions, stories ...</p> <p>Understanding the rubrics of the activities without assistance.</p> <p>Expressing information orally, in a clear and orderly manner.</p> <p>Expressing themselves orally in a clear manner</p>
Mathematical competency and basic competencies in Science and Technology.	<p>Knowing the major body parts and organs of the senses and the usefulness of each.</p> <p>Know the importance of taking care of the human body.</p>
Digital competency.	<p>Understanding messages developed in different codes.</p> <p>Interpreting visual aids correctly in order to complete the activities.</p>
Learning to learn.	<p>Planning the resources required and the steps to take in the learning process.</p> <p>Following the steps set out to complete the activities.</p> <p><i>Multiple Intelligences</i>: Developing the different multiple intelligences.</p> <p>Practising basic mechanisms of self-understanding. Knowing how to express how you feel</p>
Social and Civic competencies.	<p>Knowing about and applying the rights and duties of citizen coexistence to the context of school.</p> <p>Being respectful towards people with disabilities.</p> <p>Being respectful within the multicultural classroom context</p> <p><i>Values</i>: Learning to behave correctly according to different values.</p> <p>Making an effort and persevering in their learning: paying attention, taking part and carrying out activities with interest.</p>
Sense of initiative and entrepreneurial spirit.	<p>Being constant in their work to overcome difficulties.</p> <p>Identifying errors in their work.</p>
Cultural awareness and expression	<p>Developing work and presentations with aesthetic sense.</p> <p>Doing their work neatly.</p>