

## COURSE PLANS

### UNIT 1.

#### 1. BASIS

The unit focusses on the pupils' bodies. Through the pupils' knowledge and experience of the sense organs, they recognise their interaction and the importance of what you see in the immediate environment, participating in their own learning. 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 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"> <li>• Knowledge and respect for individual differences in people, accepting their limitations and possibilities.</li> <li>• Characteristics of external parts of the body.</li> <li>• Use appropriate and accurate vocabulary for the parts of the body and the face.</li> <li>• Knowledge and location of parts of the face.</li> <li>• Identification of the senses and their organs.</li> <li>• Use of information to identify and classify smells.</li> <li>• Knowledge and classification of flavours and their relation to different foods.</li> <li>• Classification of the different sounds in their immediate environment.</li> <li>• Knowledge of the characteristics of the sense of sight. Discrimination and classification of objects by shape, colour and size.</li> <li>• Knowledge of the characteristics of the sense of touch and the difference between hot and cold, hard and soft, rough and smooth.</li> </ul>	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 five senses and their organs.	4.1. Match each sense with its corresponding organ. 4.2. Perform direct observation through the senses.
	5. Differentiate and classify smells as pleasant or unpleasant.	5.1. Classify smells as pleasant or unpleasant.
	6. Discriminate flavours and their relationship with food.	6.1. Differentiate different flavours. Match each flavour with the corresponding food.
	7. Identify different sounds, using different criteria.	7.1. Recognise different sounds and sort them into loud or soft sounds.
	8. Recognise the characteristics of the sense of sight. Discriminate and classify objects by shape, colour and size.	8.1. Discrimination and classification of objects by shape, colour and size.
	9. Recognise the characteristics of the sense of touch. Discriminate objects by touch recognising their characteristics: hot-cold, hard-soft, rough-smooth.	9.1. Discriminate and classify objects by their characteristics: hot-cold, hard-soft, rough-smooth.

### 3. COMPETENCIES

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