

COURSE PLANS

UNIT 2.

1. BASIS

The unit focusses on the pupils' bodies. Through the knowledge of bones, muscles and joints, the student becomes aware of his movements and the impact of physical exercise. It is important to start using specific and appropriate vocabulary.

October November

2. METHODOLOGY

As the pupils work through this unit, they will understand the function of the bones that form the skeleton, recognise some of the bones in the skeleton, understand the function of muscles and name a few, know the names of the joints, where they are in the body and how they move.

Contents	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • Knowledge of the function of the skeleton. • Knowledge of the name of some bones. • Knowledge of the function of the joints. • Characteristics of the joints and their location in the body. • Recognise how the joints enable the body to move. • Knowledge of the function of the muscles. • Recognition of some muscles and their location. • Understanding information and acquiring vocabulary in relation to bones, muscles and joints. • Initiative and a respectful attitude in group work. 	1. Know about the function of the skeleton and the characteristics and names of the bones.	1.1. Know the function of the skeleton. 1.2. Know the characteristics of the bones, identify and name them.
	2. Know the names of the joints, where they are in the body and how they move.	2.1. Name the joints of the body and locate them in the body. 2.2. Recognise the possible movements that each joint can make.
	3. Know the function of the muscles, where they are in the body and how they move.	3.1. Knowledge of the function of the muscles. 3.2. Name some muscles and locate them in the body. 3.3. Recognise the possible movements that each muscle can make.
	4. Understand information and acquire vocabulary in reading texts about bones, muscles and joints.	4.1. Understand information and acquire vocabulary about bones, muscles and joints and show interest in the information found in reading texts.
	5. Show initiative and develop attitudes of respect and collaboration when working together in a group.	5.1. Display a positive and participative attitude when carrying out cooperative learning activities.

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	Learning how to interpret and classify information in different ways.	Being able to classify information in charts and match words and pictures.
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.	Learning to experiment.
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.
	<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.